

# **Focused Midterm Report**

Presented to the

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

Submitted By

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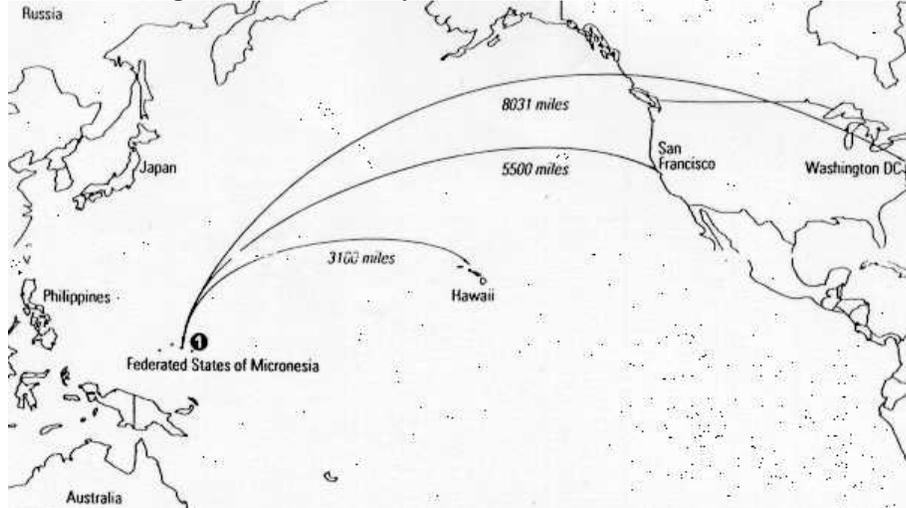
# **INTRODUCTION**

College of Micronesia – FSM  
Midterm Report

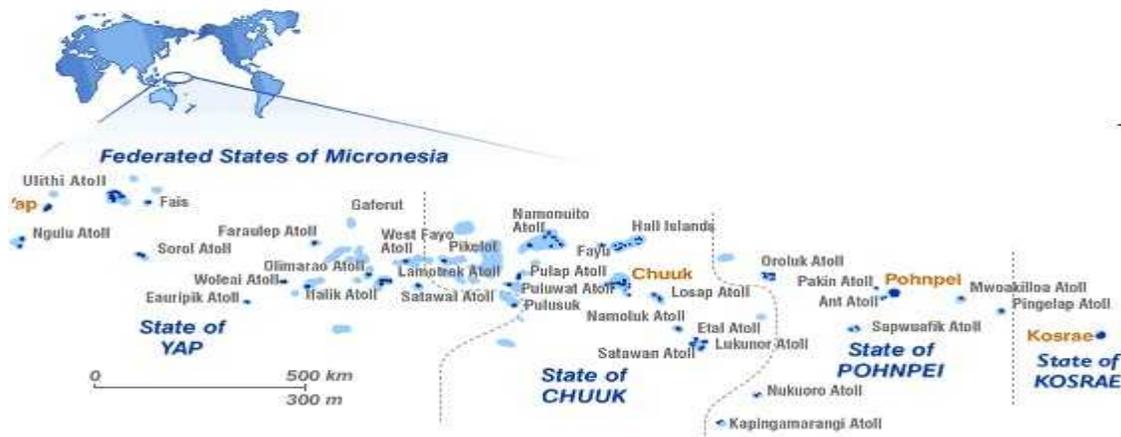
## Background

The College of Micronesia-FSM is located in the 27 year old country of the Federated States of Micronesia. This former trust territory is comprised of 607 islands covering almost 2 million square miles of the Western Pacific Ocean and contains a population of approximately 120,000 residents from fifteen different distinct traditional cultures and languages. The College of Micronesia-FSM (COM-FSM) is a two-year, English language speaking institution offering 34 certificates and degrees.

### *Section I. Figure 1. Location of the Federated States of Micronesia*



*Figure 2. Details of the Federated States of Micronesia*



## Configuration of the college

Structured to serve the needs of a developing nation, COM-FSM is one college with six campuses located in the four island states of the Federated States of Micronesia. The administrative center is located at the National campus in Palikir, Pohnpei, and serves those students from the four FSM states who are interested in the course offerings of the National campus. Like the other states, the state of Pohnpei also has a state campus in Kolonia. The other college sites are the state campuses on Kosrae, on the main island of the state of Yap, called Yap proper and on the main island of Weno in Chuuk. The FSM Fisheries and Maritime Institute is also located on the island of Yap.

Figure 3. The College of Micronesia-FSM six campuses on four islands

<p><b>National Campus</b> located in Palikir, Pohnpei, housing the central administration offices and serving approximately 900 students from the states of Chuuk, Pohnpei, Kosrae, and Yap</p>	<p><b>FSM Fisheries &amp; Maritime Institute</b> located in Yap with approximately 30 students specializing in fisheries engineering and navigation</p>	<p><b>Yap Campus</b> located in Colonia Yap with approximately 150 predominantly local vocational students</p>	<p><b>Chuuk Campus</b> located in Moen Chuuk with approximately 500 predominantly local vocational students</p>	<p><b>Pohnpei Campus</b> located in Colonia Pohnpei with approximately 600 predominantly local vocational students</p>	<p><b>Kosrae Campus</b> located in Tofol Kosrae with approximately 250 predominantly local vocational students</p>
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### **History of education in the FSM**

Higher education was first established for this developing nation in 1963 when the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training opportunities. When the focus of MTEC changed from in-service to pre-service teacher education, the center was renamed Community College of Micronesia (CCM). CCM expanded into additional areas, such as business management, pre-transfer liberal arts, and continuing education, and was first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1978.

In each TTPI district, teacher education centers provided in-service teacher education closer to home. When CCM was united with other postsecondary institutions in the TTPI under the College of Micronesia (COM) system, administration of the EC centers was placed under the COM main office and became known as continuing education centers (CE). After the TTPI split into three independent nations—the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia—the three institutions in the COM system also separated. In April 1993, the College of Micronesia-FSM (COM-FSM) separated from the larger system and became an autonomous college with the mission of exclusively serving students in the Federated States of Micronesia. This move included placing the CE centers located in the FSM under COM-FSM.

Once autonomous from the larger College of Micronesia, the COM-FSM board of regents created an ambitious vision for higher education as a strategy to develop the employment capacity of Micronesian citizens. In the 1994 - 1998 strategic plan it was envisioned that the four continuing education centers on Pohnpei, Chuuk, Yap, and Kosrae would each become comprehensive community colleges and the former Community College of Micronesia located in Pohnpei would become a baccalaureate degree-granting institution for the FSM. The board renamed the CE centers to COM-FSM Campus/(state) to reflect this new mission. As a result, each state campus operated practically independently, a reflection of the strong powers of the states granted under the constitution of the Federated States of Micronesia.

In recent years due to fiscal and operational limitations, this ambitious plan has been readjusted. The political will supports the current status of one college – the College of Micronesia-FSM – with six campuses located on four islands: a comprehensive community college campus with the National

campus focusing on degree and professional certificate programs, four state campuses focusing on developmental vocational training, and the specialized FSM Fisheries and Maritime Institute (not yet offering credited courses).

### **COM-FSM mission**

Under the leadership of President Spensin James, during the past years the college community has revised the mission statement, added vision and values statements, and tied the goals to the strategic plan. The college's mission continues to be directly tied to the nation's challenge of uniting disparate cultures and languages. This is a living document that has a remarkable presence for all members of the college community. It is frequently cited in conversations and is read before meetings of the Board of Regents (BOR).

The college has continued to revise its mission statement systematically when needed to. The current revision was approved by the BOR in 2006 to include two more strategic goals. From the original seven, the college now has nine.

### **Vision statement**

The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well-educated, prosperous, globally-connected, accountable, healthy and able to live in harmony with the environment and the world community.

### **Mission statement**

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

### **College's values**

In order for us to achieve our vision, mission, and goals we agree to uphold the following core values and behaviors. We value:

#### **Learner-centeredness**

Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.

#### **Professional behavior**

We are competent, service-oriented professionals with a commitment to life-long learning and a commitment to provide excellent and exemplary service to students, colleagues, and the community.

#### **Innovation**

We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.

#### **Honesty and ethical behavior**

We are honest and abide by the COM-FSM Code of Ethics in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.

**Commitment and hard work**

We commit and invest our time, energy and resources to create a rigorous, high quality learning environment.

**Teamwork**

We live in a community where collaboration, open-mindedness, respect, and support for each other help us achieve our mission.

**Accountability**

We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

**Strategic goals**

The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

- Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively;
- Provide institutional support to foster student success and satisfaction;
- Create an adequate, healthy and functional learning and working environment;
- Foster effective communication;
- Invest in sufficient, qualified, and effective human resources;
- Ensure sufficient and well-managed fiscal resources that maintain financial stability;
- Build a partnering and service network for community, workforce and economic development;
- Promote the uniqueness of our community, cultivate respect for individual differences and champion diversity; and
- Provide for continuous improvement of programs, services and college environment.

### **Statement on report preparation**

The preparation of this midterm report began when the college president sent out a memo on June 22, 2006, designating subgroups to coordinate information collection for the planning agenda section of this report. The accreditation working group under the direction of the accreditation liaison officer (ALO) started their work the next day by continuing to update the standards timeline and began the work on the planning agenda grid. The standards timeline is the record of all activities which were carried out and were in compliance with the six ACCJC recommendations of 2004 and the three new recommendations of 2006. Updates were entered into the timeline bimonthly according to the major college areas of executive, administration, student services and instructional affairs. The president and vice presidents update the standard timeline by obtaining information from their subordinates.

The planning agenda grid is a form which identifies the following: each planning agenda item; who was responsible for fulfilling that particular item; what is the status of the work done to satisfy that item; if satisfied, what is the evidence; if not satisfied, when is the expected date of achievement; who are responsible for satisfying this item; and finally, what are the linkages between the item and the college's planning documents. Four subgroups were appointed by the president according to the four ACCJC standards. The subgroups abridged the original planning agenda items from the 2004 self study report and inserted them into the planning agenda grid. Each subgroup collected information from the college community and provided updates or created plans for each of the planning agenda items. The four planning agenda grids were further divided according to the major subsections for each standard leading to the total of 11 planning agenda grids. Each of the 11 grids was analyzed and a narrative of the analysis was provided for each grid.

A draft of this report was made available to the college administration on March 2 and to the faculty and staff on March 5 for comments and input. This report became a document in progress as comments were received and reflected in the overall improvement of this report. The final endorsement for this report was given by the last member of the college's board on March 14, 2007.

The accreditation working group includes the following: Spensin James, president; Charles Musana, vice president for administration; Jean Thoulag, vice president for instructional affairs; Ringlen Ringlen, vice president for student services; Jim Currie, vice president for cooperative research and extension; Rencelly Nelson, director of human resources; Jimmy Hicks, director of institutional research and planning; Karen Simion, director of academic affairs; Danilo Dumantay, comptroller; Dr. Sue Caldwell, director of learning resources center; Francisco Mendiola, director of facilities, maintenance and security; Gordon Segal, director of information technology; Joseph Saimon, director of development and community relations and also the accreditation liaison officer (ALO); Dana Lee Ling, math/science division chair; Norma Edwin, executive assistant to the president; Martin Mingi, representative for the faculty/staff senate; and Kennedy Nedlic, representative for the student association.

I certify that this report was prepared as described in the statement on report preparation section:

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\_\_\_\_\_  
President, College of Micronesia – FSM

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\_\_\_\_\_  
Date

# **RESPONSE TO TEAM RECOMMENDATIONS**

College of Micronesia – FSM  
Midterm Report

### ***Recommendation 1: Improve Communication***

***The college must develop and implement a collaborative process that:***

- ***(I) Includes faculty, staff, students, and administrators at the college's six sites,***
  - ***(II) Identifies the roles and scope of authority of the faculty, staff, students, and administrators in the decision-making processes,***
  - ***(III) Identifies the roles and scope of authority of college committees in the decision-making processes,***
  - ***(IV) Includes dialogue as a means to develop, document, implement, and evaluate assessment plans for student learning outcomes in both instruction and student services, and***
  - ***(V) Includes formal pathways for effective communication and recommendations are distributed across the college's six sites.***
- 

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Examples of *President's Update*;
- Results of the most recent communication survey of staff, faculty, and students;
- Staff and faculty senate by-laws;
- Committee responsibility memo, minutes and terms of reference for committees, information on proxy representation for remote campus committee members;
- Materials in support of assessment plan development, documentation of dialogue regarding assessment, assessment study group notes;
- Chronological log of activities in support of communication;
- Communication policy;
- Documentation of policy evaluation;
- FY 2006 and 2007 budget guidelines;
- Cabinet and BOR minutes;
- Governance policy; and
- Organizational structure survey.

### **Introduction**

The College of Micronesia-FSM has continued to implement and evaluate a number of initiatives to strengthen the relationship between faculty, staff, students, and the community. Significant changes which were carried out in response to the recommendations have continued to be institutionalized and have been evaluated. [Bullet I, Recommendation #3, Standards IB.1, IVA.1, IVA.3, IVB.2bi]. The college has also had the opportunity to begin its evaluation of the new organizational structure.

### **Clearer lines of authority**

The new organizational chart has been fully implemented. All key leadership positions are already filled. The student service and instructional coordinators at the state campuses are contributing to the improvement of information sharing within and between campuses as evidenced by the log of visits between sites. The last two positions which were needed to be filled to fully comply with the new organizational chart have been filled. The former chair for the business and accounting division has been hired to become the first vice president for administration. The coordinator of media and instructional technology center was hired as the new director of development and community relations. The two new hires contributed to the production of this report.

The budget development process has been considered by the planning council and planning and budget are now aligned. The council approved changes which were included in the FY 2007 budget development guidelines. The college is getting ready for another president's retreat to be held at the

National campus during the week of March 19 – 23. The meeting will involve representatives of all key leadership areas of the college. The president and the vice presidents are coming up with schemes to have as much faculty participation at the retreat as possible.

### **Governance policy**

The College of Micronesia – FSM has developed and approved its own governance policy. This governance model aims to promote a shared governance environment which involves the commitment and participation of all campus constituencies and to be guided by the college's value statements in the development of policies and procedures. The fundamental premises of this model rest upon active and responsible involvement of all college employees and students. This goal of this governance model is to engage all members of the college community in guiding the college to achieve its mission of assisting student learning. The policy also defines the responsibilities of the president's cabinet, standing committees, sub-committees, and ad hoc committees. Cabinet and all committees have representation from all members of the college community including students when appropriate. With the exception of a few committees, most committees already have terms of reference established for them.

### **Working together**

Many efforts to have frequent and inclusive communication that clarifies issues and sets direction continue. [Standards IB.1, IVA.1, IVA.2a].

Serious efforts are underway to allow college community members opportunities to join in and access the collaborative efforts of the college to focus attention on issues and consider data. Progress is being made in meeting this goal. Faculty, staff, and students are all participants in the progress that is reflected in this report. The college will host another president's retreat during the week of March 19 – 23, 2007, at the FSM-China Friendship Sports Center with participants comprising key leadership and faculty positions from all the college's six campus sites to reexamine and evaluate important issues such as the college's strategic plans. Collaboration and discussion remain the business of the day among members of the college faculty at all sites as evidenced by the more than 50% of college community members who agreed that communications continue to flow. Most of the survey respondents noted that they were provided with the opportunity to participate in decision making. The National campus Faculty/Staff Senate continues to promote a spirit of dialogue with their state counterparts as evidenced by their willingness to assist the state campuses' faculty and staff members establish working senate bodies.

The accepted climate of regular intercampus meetings and site visits to the campuses continues to foster new ideas. These ideas have been developed into action and have been accessible to the community. Focused all-campus meetings on issues affecting the college have continued to be held with the next one scheduled for the week of March 19 – 23. During this meeting, faculty members from the state campuses along with the instructional and student service coordinators will team up once again with their National campus counterparts to contribute to and agree on a constructive future for the college [Bullet II & V, Standards IB.1, IVA.1].

Minutes of these meetings and other documentation will be available in the team room during the accreditation team visit. Faculty and administrators have traveled to campuses to deliver training, assist with procedures, talk to leaders, monitor progress, and listen to the college community including the students [Bullets I & II, Standard IVA.1].

### **Consistency of leadership**

The leadership of Mr. Spensin James as president of the college continues to contribute to the consistent and forward direction of the college. The *President's Update* continues to contain information from all departments and divisions at all campuses. The publication enables the president to continue to communicate effectively with all members of the college community. [Standard IVB.2e] Regular

meeting schedules continue to be announced, and committee minutes continue to be documented and circulated among members. [Standard IVA.3] Policies and procedures are enforced and reminders have been distributed to all concerned when necessary. [Bullet V, Standard IVA.2] The implementation of proxy representation for state campuses in the committees is being adopted and evaluated. The student services committee has fully adopted the proxy system thereby including proxies for each of the campuses in committee decisions and actions. Meeting minutes, agenda, and committee work updates continue to be sent regularly to all members in a timely manner. In other committees there is a common concern that some proxies do not often communicate with the campus they are representing either before or after committee meetings. As indicated during the 2006 telephone survey of some proxies, all survey participants agreed that the proxy system for the sponsored programs committee should continue, however most expressed a need for constant interaction between the proxy and the person being represented if the proxy system is to be effective. With the creation of the college's governance policy and the restructuring of committees with new terms of references, it is expected that the proxy system could be reevaluated in accordance with the new restructured committee specifications. A comprehensive evaluation of the proxy system will take place after the governance policy is discussed during the March 2007 president's retreat and ultimately implemented. The college has also completed its evaluation of the organizational structure. [Bullets II & III, Standard IVA.2a] As indicated above, most of the respondents attributed the clearer lines of communication to the new organizational structure as evidenced by the survey.

### **Communication status**

Interaction between the campuses continues as indicated by the increased number of visits between campuses. All members of the college community have been kept informed and are invited to comment on the responses to the recommendations and the planning agenda items. [Bullets I & V, Standard IVA.3] Comments on the preparation of this report were received from individuals at all campuses. The benefit of the large number of activities instituted to address the recommendations and planning agendas have strengthened the college, and they are beginning to show tangible results such as the collegiality that continues to evolve during the development of major reports to ACCJC. [Bullet V] Various training sessions on communication, the strategic plan, and assessment were conducted and continues to be conducted at all campuses. Communications surveys have been conducted and communication improvement is an ongoing effort.

Contact between the National campus administration and faculty and the other campuses are becoming a common practice. [Bullet I, Standard IB.1] Members of administration are making frequent appearances at the campuses. There, they have listened to the issues that concern the staff, faculty, and students at each site. Meetings continue to be held between the college community and the college leadership, at both the national and state levels, on issues such as funding for the college and the evaluation of college services. [Bullets I, II & V, Standard IVA.1]. The president and the vice presidents have conducted a series of meetings with state leaderships and parents of students. A log of these visits is provided as Appendix 1.

All campus meetings have been of great assistance in the progress that has been made in addressing issues of organization, accountability, and administrative functions. [Bullets II & V] Face-to-face meetings have helped to make written communications more personal. Strengthened relationships between counterparts at different campuses have done much to reduce misunderstandings and increase real interest in resolving issues. [Bullet I]

More thorough description of the communication pathways assessment will be provided under Recommendation #4. [Bullet 5]

### ***Recommendation 2: Improve Communication***

***The college must develop, document, and implement an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority such as:***

- ***For all instructional programs cross all sites to the Vice President for Instructional Affairs,***
  - ***For all student service programs across the sites to the Vice President for Support and Student Affairs, and***
  - ***For all learning resources programs across the sites to the Director of Learning Resources Center.***
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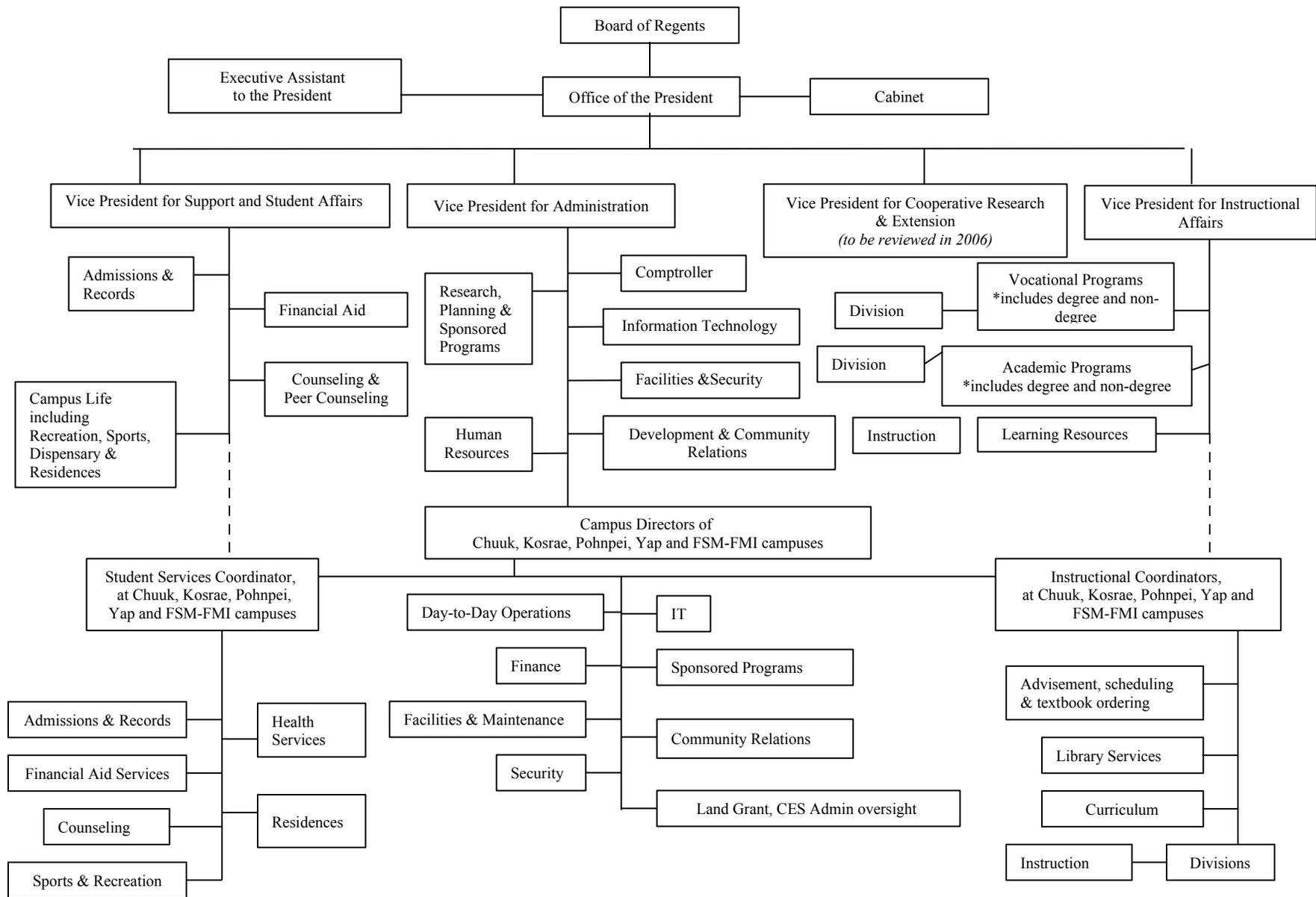
The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Board minutes;
- Previous progress reports to ACCJC;
- Implementation training materials used in February 2006 training; and participants' evaluation report;
- Documentation of follow-up discussions;
- Log of visits between campuses for training and monitoring;
- Enrollment monitoring factors and criteria;
- Documentation of communication on instructional issues;
- Field notes and trip reports of face-to-face visits;
- Documentation of all-college librarians meeting and assignments;
- Campus implementation plans for Chuuk, FSM-FMI, Kosrae, Pohnpei, Yap and National campuses;
- FY 2007 and 2008 budget guidelines;
- Sample ACRL and NCES data;
- Student service assessment results; and
- Registration and orientation surveys.

### **Introduction**

The college has fully satisfied the requirements of this recommendation. The organization has restructured to emphasize administrative responsibilities across the six sites resulting in an environment of collaboration among members of the college community. The revised structure has been fully implemented with the filling of key positions. Coordination of efforts and collaborative training by instructional and student services providers at all campuses is a common practice.

**COM-FSM organization chart follows:**



### **Full implementation of reorganization**

To fulfill the requirements and to establish clearer lines of authority to facilitate communication flow, the final two newly-created positions under the new organizational structure were filled. The position of the vice president for administration was taken up by Mr. Charles Musana, the former chairperson for the academic division of business and accounting in May. The other new position of director of development and community relation was taken up by Mr. Joseph Saimon, the former coordinator for media and instructional technology in August 2006. The instructional and student services coordinators continue to communicate directly with the vice president for instructional affairs and the vice president for support and student affairs respectively. [Standard IV] The campus directors are now communicating directly with the vice president for administration. The coordinators have been effective in coordinating discussions between campuses and in fostering a working environment that promotes a spirit of openness and collegiality. All those holding key leadership positions including faculty will be represented at the president's retreat during the week of March 19 – 23 at the National campus.

### **Integration of cooperative research and extension (CRE)**

In the COM-FSM progress reports of March 15, 2005, and March 15, 2006, an organizational structure for the instructional, student services, and administration of the college and all campuses was provided. On that chart, the department of cooperative research and extension (CRE) services was little more than a dotted line off the chart and a promise that the structure of this service would be reviewed.

The organizational structure of the cooperative research and extension as component of the college was reviewed and input from the sites provided to the vice president for CRE during 2006. Based on the review, a modified chart was produced delineating administrative roles and linkages of CRE to the College of Micronesia (COM) land grant program. The organizational chart awaits sanction by the cabinet and the COM-FSM board.

The land grant program is administered by the three independent Micronesian countries of Republic of the Marshall Islands, Republic of Palau, and the Federated States of Micronesia. Within that administrative structure, it is shown that on campuses remote from Pohnpei, the responsibility for facilities and daily supervision of CRE associated staff rests with the campus directors. All fiscal and programmatic responsibilities fall directly on the VPCRE. At the two campus sites on Pohnpei – National and Pohnpei – all CRE management and activities are directly administered by the vice president, who has his office at the National campus. From there, the VPCRE is supervised by the president of the College of Micronesia-FSM. The VPCRE is the representative of the College of Micronesia - FSM in the College of Micronesia system. (The "College of Micronesia system" refers to the land grant program jointly run by Palau, the Marshall Islands, and the FSM.) As such, the VPCRE interacts with COM-FSM to keep the COM-FSM president aware of actions, policy changes, constraints and benefits of the land grant program that impact the college. To further integrate the CRE program into the college structure, the position description of the assistant director of CRE was reviewed to reflect this improvement of the organizational structure. A description was developed for the position of cooperative extension state coordinator to bring it in line with the current structure of the college.

The CES Pohnpei oversight, as of now, is in transition since both boards are directing that oversight to be returned to Pohnpei campus director. That will be accomplished before the next board meeting, or at least an outline will be presented.

### **Collaboration between learning resources centers**

Collaboration between campus librarians and the National campus-based director of learning resources center (LRC) has been accepted and normalized. The director of the LRC was involved in a meeting which was held in October 2006 with the Kosrae state campus director, the Kosrae head librarian, and the Kosrae State Director of Education to update a memorandum of understanding (MOU) regarding the college's access and use of the Kosrae high school library. During this renegotiation, the college will be looking at ways to have library standards and needs by college programs accommodated by the Kosrae library. The director of the LRC at the National campus visited Kosrae March 12– 15, 2007, to address the concerns regarding the MOU.

The increase in collaboration between the National and state campuses is viewed as a positive response to the reorganization of the college. It is now a common and increasing practice for National campus librarians to visit the state campus learning resources centers to provide assistance. The director of LRC conducted site visits to Yap, FSM-FMI and Chuuk campuses during the months of November and December 2006 to monitor learning resources services and to provide technical assistance. [Standard III A5] The National campus learning resources staff members continue to collaborate with their state campus counterparts in the facilitation of orders for essential library supplies, equipment, and collection development.

Improved communication between library staff at campuses fosters a spirit of collegiality. State campus librarians continue to communicate their concerns and needs to the National campus library via telephone calls and inter-campus emails. Library staff at all sites will be collaborating with the director of LRC in a series of library patron surveys to be conducted on walk-in patrons and students who are assigned library tasks by their instructors. The survey will begin at the National campus LRC and culminate with the proliferation of this survey at other campuses. The feedback collected from the patrons and students surveyed will be used by the LRC to improve its services.

The library staff from all campuses worked together under the direction of the director of LRC to create an updated version of the library policies and procedure to be included in the Manual of Administrative Policies and Procedures (MAPP). The MAPP currently has the old versions of the LRC policies and procedures. The current revision was returned to the library committee and director of LRC for further work. The LRC will also be submitting data to participate in Association of College and Research Libraries and the National Center for Education Statistics annual library surveys. The purpose for the two postings is for the college to use as points of comparison. The director of LRC will be conducting annual site visits to the state campus libraries to monitor services and to provide technical assistance.

### **Instructional communication improves**

Routine monitoring visits to the state campuses are increasing under the instructional affairs department. The vice president for instructional affairs conducts regular visits to the other

campuses. The instructional coordinators at the state campuses have continued to look to the vice president for instructional affairs for guidance and support. Student learning outcomes (SLO) for all courses have been identified, except for some courses for the associate degree in early childhood education and the trail counselors programs. The trail counselors program is intended to be proliferated to all state campuses. In an effort to improve academic advising at all campuses, the instructional affairs department has purchased a video by Noel Levitz and an academic advisement book titled *Academic Advisement for Student Success* to improve academic advising at all campuses. The Chuuk campus faculty has led the college in revising the state campus associate degree in teacher preparation program. Chuuk campus faculty members prepared the program matrix alignment and program review during summer 2006. The March 19 – 23 retreat will determine the future of this program.

The vice president for instructional affairs also received support from the state campuses in her efforts to carry out selected program assessments. The intensive English program (IEI) was evaluated using the 2003 and 2004 program cohorts. The assessment concluded that the program is producing unsatisfactory results. Reports were shared with the college's board, curriculum committee and all campuses. It was recommended that the IEI program be discontinued by fall 2007.

To foster the spirit of collegiality and to promote the notion of one college one faculty, the instructional affairs department has started a scheme for the exchange of instructors between campuses. This faculty exchange program is limited to summer sessions only. One faculty member was teaching at Kosrae campus during summer 2006 and four were teaching at Yap campus during summer 2005 as part of this exchange scheme.

Another effort under the direction of the vice president for instructional affairs which also involved the state campuses was the establishment of baseline data on reading levels of currently enrolled students to inform decision-making and the design of remedial/developmental education and other programs. All instructional faculty and staff will be collaborating across campuses to further improve on the department's assessment efforts.

### **Student service links all campuses**

Communication under the vice president for student services (VPSS) has greatly improved. The VPSS has met with managers and office heads regarding the development of evaluations plans for student services during March and April 2006. At the meeting, the vice president and his staff collaborated on ways to improve services to our students. The group is also considering the establishment of an assessment handbook for the student services department. Though this consideration has not materialized yet, the group continues to assess student services SLOs. The director of institutional research and planning has met with the vice president for student services and his staff to discuss the development of evaluation plans for programs under the department. During these meetings, the objectives to be measured and evaluated were identified.

The direct reporting of student services staff to the vice president for student services is well accepted as the vice president continues with his monitoring and technical assistance visits to the state campuses. The vice president has traveled to Kosrae, Chuuk, Yap, and, FSM-FMI campuses in an effort to improve student services and activities at all campuses. The vice

president trained student services staff at the state campuses on how to proctor the college's entrance test or COMET. The student services staffs at the state campuses have been monitoring the COMET since March 2006.

As part of its assessment efforts, the student services department staff at all sites conducted surveys during fall 2006 orientation and registration. The surveys concluded that students are satisfied with the registration and orientation processes. The VPSS and the student services coordinator from Kosrae campus attended a symposium on student retention in New Mexico fall 2006. The college continues to strive to provide equitable services at all campuses.

The student services coordinators continue to provide the necessary collegiality linkage among campuses to facilitate the sharing of information. The coordinators are assuming more tasks that are normally required of National campus staff. As stated above, the student services coordinators are now responsible for proctoring the COMET as well as continuing to support the research efforts of the institutional research and planning office (IRPO). Collaborations between the National and state campuses are further improved as a result of National campus financial aid office (FAO) and office of admissions and records (OAR) staff continues to assist the state campus student services staff on site during registration and orientation weeks.

As a result of the improved organizational structure, document circulation and processing procedures have been refined and becoming common knowledge. Financial aid documents are now more easily traced, which has greatly improved services to students. Collaboration and consultation between the state campus directors and the vice president for student services have improved and continues to improve as the vice presidents frequent the state campuses for monitoring visits.

The VPSS and his staff at the National campus have increased monitoring visits to all state campuses since 2004 as indicated in Appendix 1. The vice president uses the monitoring visits as a means of keeping all student services staff at the campuses updated on issues facing the department and to monitor the consistent delivery of student services [Standard IIB].

#### **Administration serves the college at all sites**

As reported in the progress report of March 15, 2006, the changes to the organizational structure also created stronger linkages between the state campuses and the administration at the National campus. The holder of the newly created post of vice president for administration (VPA) currently enjoys continuous communication with the state campus directors. The VPA has completed a series of site visits to all campuses beginning in fall 2006. Under his leadership, various training sessions on communication, the strategic plan, and assessment were conducted and continued to be conducted at all campuses. Details of these efforts are available under Recommendation #4.

### ***Recommendation 3: Improve Communication***

***Once the collaborative processes (Recommendation 1) and the organization of administrative responsibilities (Recommendation 2) are developed, documented, and implemented, they must be periodically and systematically evaluated to facilitate a cycle of continued improvement.***

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The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Grant from the U.S. Department of Interior, Office of Insular Affairs which funded institutional effectiveness activities for the calendar year 2005;
- Results of communication survey;
- Communications policy;
- Strategic goals and objective;
- Communications survey 2005;
- Communications survey 2006;
- Job description for DCR director;
- Communications evaluation; and
- Organizational structure assessment results.

### **Introduction**

The college's communications policy, which was developed from the findings of the institutional effectiveness coordinator in 2005, is being reevaluated and will culminate with the establishment of a set of communications plans during the upcoming planning council summer 2007 meeting. The president's retreat during the week of March 19 – 23 will consider plans which will relate to the communications policy but will not dwell much on the establishment of a communications plan. [Standards IVA5, IVB2]

### **Organizational structure survey**

The communications policy was developed and shared with the college community. Assessments were conducted to document the improvement of communication since the establishment of the policy. The latest activity toward this effort was carried out during the spring 2007 semester. The institutional research and planning office (IRPO) designed a survey to evaluate the effectiveness of the new organizational structure. The organizational restructuring of the college was intended to improve the flow of information among members of the college community and was put to review by members of the college community through a survey (See Recommendation 2). An electronic survey was developed using an online polling software and was made accessible to all members of the college community. A printed version was also given to those who preferred printed surveys over electronic ones.

Of the 99 people who participated in the survey, 31.3% are faculty members, 7.1% are instructional support staff members, 5.1% are instructional supervisor, 19.2% are administrative staff members, 12.1% are administrative supervisors, 12.1% are student services staff members, 5.1% are student services supervisors and 8.1% were not specified. The majority of the respondents belong to the faculty, administrative staff, administrative supervisor, and the student services staff group with a little below half the total are from the National campus followed by the Pohnpei campus.

Nine questions were asked regarding the effectiveness of the new organizational structure in improving communication. Most of the respondents answered that they agreed that the new organizational structure helped to improve communication. On the question whether the new structure has improved decision making at the college, most chose to remain neutral without giving out any comments. The results of this survey will be further analyzed and discussed during the president's retreat of March 2007.

### **President's retreat**

The president's retreat is scheduled to be held at the National campus during the week of March 19 – 23. This retreat, which will bring together college community members from all sites, is intended to be an annual event where members of the college community will have the opportunity to communicate on a personal level and make decisions together. This annual retreat will also be in the spirit of collegiality between all members of the college community regardless of their primary campus or duty station. This group will include the college administration, all the campus directors, the student service coordinators, the instructional coordinators, support staff, faculty, and students. During the retreat, the members of the college community will evaluate itself, set direction, and pursue the direction collectively. Given the expected turnout during the retreat, one obvious planning document that will be discussed during the retreat will be the college's strategic plan. Strategic plan and goal 1 states that the college shall "promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively." The college understands that it is in its best interest to identify roles and promote collaboration in order for communication to be effective.

### **Communication survey**

The college has conducted two communications surveys; in 2005 and in 2006. The next survey is expected to be conducted during summer 2007. The communications policy that the board of regents adopted after the series of surveys committed the college to the development of communications improvement plan. The institutional research and planning office has started training on the communications plan during the staff development day which took place on February 23, 2007, at the National campus.

### **Communication technologies**

The College of Micronesia – FSM naturally finds itself in a tougher position in terms of promoting easy access communication medium since its campuses are separated by miles of the Pacific Ocean. It is only natural that the college should look to relevant communication technologies to help bridge the already inclement distance. The information technology office (IT) installed voice over-IP telephones at all sites. Anyone can now speak with other members of the college community at other sites at no extra cost to the college. The increased access to the college's current internet connectivity has significantly slowed down the use of the internet as the most widely used communications medium. The college is currently working with the internet service provider to lower costs and improve the connectivity.

### **Accreditation concerns shared with leaders**

The College of Micronesia-FSM president and the vice presidents continue to foster better communications with government leadership at both state and national levels as well as with the parents of students as evidenced by the increased visits to the leadership. The president and the vice president for instructional affairs have visited the leadership of all the FSM states to seek support from the state governments. The president, the vice president for instructional affairs, the director of Chuuk campus, and the regent from Chuuk met with the Chuuk State Director of Education on January 15, 2007, to discuss ways in which the college and Chuuk state could effectively collaborate in development efforts. The same representatives of the college also met with the parents of students currently attending the college, faculty members, and students. The group also met with the speaker of the Chuuk state legislature and the governor regarding the permanent site for Chuuk campus.

Plans have also been put into momentum for the long term improvement of all state campuses. As promised and reported in the progress report of March 15, 2005, and March 15, 2006, Chuuk campus has been through the most rigorous improvements to realign the campus to the WASC eligibility requirements. The construction of classrooms was completed on schedule and full operation has resumed at that campus. Details of the improvement plans for each state campus will be detailed under Recommendation #6 and #9.

As part of the college's effort to promote an awareness of accreditation issues, the accreditation liaison officer (ALO) has designed an accreditation website which is currently available at [www.comfsm.fm/news/ALO/](http://www.comfsm.fm/news/ALO/). The website is organized as a teaching tool intended to be user friendly regardless of viewers' varied online navigation skills. The site is organized according to the different duties of an ALO.

### **Director of DCR to support communication**

The director of development and community relations (DCR), one of the new positions created under the new organizational structure, is responsible for community relation issues for the college. The director of DCR is also the chair for the newly established publications standing committee. As the regulator of institutional communication, the director of DCR will now be responsible for future assessments of the organizational structure as well as the assessment of communication in general. The director and the publications committee will promote inter- and intra-campus communication through the regulation of the college website, the college newsletter, and all publications in all forms that the college both publishes for its own internal use or for use with the general public.

#### **Recommendation 4: Integrate Planning**

**The college must develop and implement college-wide planning that**

- **(I) Includes all sites,**
  - **(II) Integrates all aspects of planning, evaluation, and resource allocation,**
  - **(III) Includes a technology plan and evaluates, supports, and plans for the future of instructional student services and administrative functions across the college's six sites,**
  - **(IV) Is driven by the college mission and goals,**
  - **(V) Relies on involvement of faculty and staff across the college's sites,**
  - **(VI) Incorporates research and data in a strategic plan that contains measurable outcomes,**
  - **(VII) Guides decision-making for both short-term and long-term planning,**
  - **(VIII) Is well-documented and widely disseminated, and**
  - **(IX) Is periodically reviewed to assess the validity of the process.**
- 

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Calendar of data collection and publication;
- Strategic Plan 2006 – 2011;
- Quarterly reports to board of regents and FSM national government;
- Institutional priorities and budget development process;
- Planning council documentation;
- IRPO master log of activities;
- Technology plan and documentation; and
- Data book.

#### **Introduction**

The college's newly approved strategic plan is guiding the integration of planning, evaluation, and resource allocation for the college. The institutional research and planning (IRPO) office with the planning council is overseeing the implementation of the strategic plan and development of the institutional assessment plan and mechanisms such as the president's retreat to improve the quality and breadth of involvement of the college community and key stakeholders in decision making at the college.

#### **Strategic Plan 2006 – 2011**

The college's *Strategic Plan 2006 - 2011* was adopted by the board of regents in its September 2006 meeting at the college's FSM-FMI campus in Yap state.

The development of the strategic plan was coordinated by IRPO through the planning council. Working sessions on the strategic plan development were held at all six campuses in March and April 2006. A format was agreed upon that would allow direct linking of activities to the college's mission and goals and linking of college wide indicators to goals and the mission.

- Mission
- Strategic goals
- Objectives

- Strategies
- Indicators/measures
- Baselines

The approved plan included the college’s diagram showing the linkages between planning, evaluation, and resource allocation.

The draft of the strategic plan was submitted by the president to the college community for review and comment prior to final approval by the cabinet and submission to the board of regents.

Immediately after the approval of the strategic plan by the board, the IRPO conducted training and development sessions on the strategic plan and development of annual improvement plans at all six college campuses. Initial improvement plans were discussed and formulation began.

**Reporting**

To ensure linkage of activities to the college’s mission, changes have been made in the way and format of monthly, quarterly and yearly reports. The reporting format follows the structure of the strategic plan. This structure assists in ensuring that activities of the college are linked to specific goals and objectives identified in the strategic plan.

Mission		
Strategic goal		
Objective	Accomplishments	Comments/Additional detail

This format is also used for reporting to key stakeholders such as the FSM national government and Office of Insular Affairs of the U.S. Department of Interior.

IRPO has conducted initial training at most but not all of the state campuses in use of MS Outlook calendar and task components to assist in compilation and reporting of activities against goals and objectives. The trainings are intended to improve the quality and ease of reporting.

A key part of the reporting scheme for the college is to include reporting on the strategic plan indicators/measures as a normal part of the college’s reporting.

**Budget development and priorities**

The strategic planning diagram of the college calls for development of yearly priorities based on a broad review of college activities, data and evidence, and evaluation. Institutional priorities were set for 2007 and 2008. The institutional priorities played a role in determining resource allocation for the 2008 budget development process especially in funding improvement activities.

The new budget development process was used for development of the 2008 budget. Key guidelines in the budget development process included:

- Control over new positions based on needs and enrollment management;
- Reflect the strategic plan and assessment;

- Vice presidents to work with divisions/units in developing budgets;
- Capital improvement to follow the *Infrastructure Development Plan*;
- State campus budgets to take into consideration the new organizational chart; and
- Consider an increase of tuition – the 2008 budget submission to the Board of Regents will include budgets both for a continuation of the existing tuition rates and for a \$10/credit increase. The BOR approved the budget submission based on the \$10/credit tuition increase.

### **President's Retreat**

A major tool for implementing the strategic plan and integrating planning, evaluation, and resource allocation is the president's retreat that will be initiated in March 2007 and intended to occur yearly during the spring semester. The planning for the retreat is being coordinated by the planning council.

The intention of the president's retreat is to bring a broad group of college faculty and staff from all campuses and departments together with key stakeholders to answer three main planning questions:

- Where are we (data and evidence, program and institutional evaluations, surveys, use of planning tools, etc.)?
- Where are we going (institutional priorities; recommendations on programs for continuation, combination and potentially elimination, new positions, master plan development, facilities needs, etc.)?
- How do we get there (implementation plans, improvement plans, specific objectives for the year, updated strategic plan, etc.)?

The planning council is also in the process of reviewing specific planning tools and using a systems thinking perspective to determine what tools and approaches will be most effective to promote wide involvement and in-depth planning and analysis of college's strengths and weaknesses. Members of the planning council will also be providing overviews (environmental scans) of trends in the economy, political situation, emigration, technology, relations with U.S., compact implementation concerns, reauthorization of the Higher Education Act, and other areas that have an impact on decision making at the college.

An additional activity for the president's retreat is the review and updating of the strategic plan.

### **Information and communications**

In response to the communications survey conducted in 2005 and 2006, the college board adopted a communications policy that contained specific communications pathways. The communications policy also called for development of a communications improvement plan. IRPO under the direction of the planning council has started the development process for the communications plan. Sessions on the communications plan are scheduled for the National campus staff development day (February 23, 2007) and at the president's retreat. The communications improvement plan is expected to be completed by the summer of 2007.

### **Cooperative research and extension (CRE)**

The college's cooperative research and extension (CRE) program has extended services to assist the college mission in support of development of the FSM. Major accomplishments include the following:

#### *Community Outreach:*

1. Began Gargey Project to help outer island community on the main island of Yap
2. Began Noni Development Project to help commercialism of agriculture in Yap
3. Trained two sessions of youth-at-risk school drop-out in Chuuk – approximately 45 students
4. Developed and opened the Pohnpei campus traditional and medicinal plant botanical garden to preserve culture, teach botany, and offer a place of solitude for students and visitors
5. Developed and disseminated more than 7,000 banana, 5,000 taro and 3,000 noni plants to farmers on Kosrae
6. Received one Japanese volunteer to support efforts in food processing – based at Pohnpei cooperative extension services

#### *Research:*

1. Completed variety trials on commercial vegetable varieties on Pohnpei
2. Began disease tolerant citrus trails on Kosrae
3. Completed disease resistant taro trials on Pohnpei and began disseminating plants
4. Continued hydroponics trials on Yap
5. Began swine feed replacement trials on Kosrae, Pohnpei, and Chuuk

#### *Staff Development:*

1. Continued funding the studies for one Pohnpei extension agent toward his bachelor's degree at University of Hawaii in crop sciences
2. Began funding of one advanced diploma in aquaculture at University of the South Pacific for an extension agent from Yap state

### **Information technology**

The college's technology plan was developed by the technology advisory committee, planning council, and IT staff and approved by the board in May 2005.

The following have been completed or are in the process of being completed relevant to the technology plan:

- The development of an 'integrated intranet accessible student information management system' is in progress.
  1. Equipment and software to accommodate this type of database have been purchased and set up and testing of the hardware is in place at the National campus.
  2. IT has hired a programmer to develop software for this project. This position is primarily responsible for developing this system with purchased equipment, MySQL backend software for database storage, and Apache/Php front end software for user interface. The existing student database is in the process of being incorporated into the new design.

- Network switch equipment has been purchased, programmed, and deployed to enhance network capabilities, security, and support for future protocols. Local area networks at the different campuses have greater speed and improved security.
- Voice-over-IP capabilities continue to be developed to allow all campuses to be able to call each other using the network WAN. This will have a significant impact on enhancing network/communication capabilities. Initial deployment is complete, additional equipment to improve performance is being tested.
- A major website review and update continue, with development dependent on duties of existing staff.

A presentation on local trends in technology affecting the college will be presented at the president's retreat in March 2007 with a breakout discussion group to determine impact on the technology plan.

### **Assessment planning and institutional effectiveness indicators**

The development of the institutional assessment plan is progressing. Background briefings on institutional assessment were conducted at all six campuses of the college with an emphasis on the need to assess and evaluate all college programs and services.

An assessment working group (with members from all six campuses) has been formed for actual drafting of the institutional assessment plan. A blog site was established to promote dialogue and input. However, the effectiveness of the blog site has been hampered by the ability of the campuses to access the blog site due to limited bandwidth. Alternative measures are being established to overcome these problems. The college is looking at various models of program and institutional assessment including Nichols and the National Science Foundation.

Program evaluations under the existing assessment/evaluation policies for instructional and student services are currently underway with the goal to have extensive program evaluations. Results are expected to be available for review at the president's retreat in March 2007.

Institutional effectiveness indicators have been built directly in the college's strategic plan with indicators and measures tied directly to specific goals and objectives. Enrollment management - campus standards key indicators were included in the strategic plan and are to be tracked each semester.

An evaluation plan was developed to assess the effectiveness of the new organizational structure (chart). A college wide survey was conducted in February 2007 and the results of the survey will be shared at the college's staff development day in February 2007 and the president's retreat in March 2007. The results will help guide interviews and help gather input from discussion groups that are needed to complete the organizational structure evaluation by summer 2007.

An evaluation plan and survey instruments were developed for both formative and summative evaluation of the college's FSM-FMI campus. As the fisheries and maritime institute covers all six campuses and addresses development in all four FSM states, administration of surveys and data collection will involve all state campuses. The formal report of the evaluation has been requested by the FSM-FMI major funding source – the FSM national government.

IRPO has also assisted with development and/or administration of surveys for registration, orientation, recreation and sports, health services, college image, etc.

### **Planning council**

The planning council is active with meetings generally conducted at least monthly. With the planning council being charged with planning and implementation of the president's retreat for March 2007, biweekly meetings were scheduled from January to March 2007.

A portion of each planning council meeting was devoted to review of key data and trends affecting the college.

The president's retreat will also review the composition of the planning council with key stakeholders within and external to the college system. The college has adopted a new governance policy that will see a combined planning council and finance committee in 2007.

### **Sponsored programs**

A sponsored programs workshop was held August 2006 to develop a sponsored programs manual to guide implementation of sponsored programs and seeking of additional resources for the college.

Numerous grants have been submitted for TRIO, Title III, marine science, research and extension, etc. during the year to broaden the funding base for the college and allow additional response to meeting the college's mission.

### **Conclusion**

The college has made substantial progress in inclusion of all campuses in the planning and evaluation process. The new strategic plan and changes in budgeting and reporting processes allow direct linkages between the college's mission, strategic goals, and resource allocation.

The yearly president's retreat planned will provide a format for a structured approach to linking planning, evaluation, and resource allocation and improvement of decision making at the college.

### **Upcoming**

- Completion of the institutional assessment plan
- Improved dissemination of information on data, evaluations, and trends affecting the college
- Restructuring of planning council in light of new governance policy
- Additional training for implementation of strategic and assessment plans
- Annual report for 2006

### ***Recommendation 5: Identify and Assess Student Learning Outcomes***

***The college must develop and implement student-learning outcomes across the six sites in order to determine the effectiveness of college programs and services on student learning including:***

- ***(I) Instructional programs at course, program, degree and certificate levels,***
  - ***(II) Student services throughout the students' matriculation at the College of Micronesia-FSM Links between student learning outcomes and the planning process,***
  - ***(III) Mechanisms for measuring student learning outcomes, and***
  - ***(IV) Mechanisms for using those measurements to improve courses, programs, and services.***
- 

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Student services evaluation plan grid;
- Student services committee meeting minutes;
- Trip reports;
- Student services administrative policy manual;
- Samples of student services related surveys;
- *COM-FSM General Catalog 2005-2007*;
- Student handbook;
- Financial aid handbook;
- Recruitment DVD;
- Instructional program evaluations;
- Instructional program assessment plans; and
- Instructional division assessment activity reports.

### **Student learning outcomes/objectives–student services**

The services of student services department have a major impact on the learning experiences of students at the College of Micronesia-FSM. Members of the student services staff are in the process of articulating how that learning takes place and creating student learning outcomes for the delivery of student services. The student services program evaluation process applies to financial aid, admissions and records, counseling and peer counseling, and student life including residences, recreation, sports, and dispensary services where applicable. Most of these services are available on all campuses.

COM-FSM has begun building a program of student learning outcomes for student services. After identifying the student learning outcomes, assessment of the outcomes will determine if the student services department facilitates student success and all ways these programs assist student learning. These assessments will also help the department improve its level of services to students. Finally, departmental evaluation helps each department identify whether its goals and objectives are being realized or whether further enhancement is needed. This final step will allow the student services department to utilize information to improve the student learning outcomes of the services offered to students.

### **Planning for evaluation**

The student services department has a three-phase plan to develop a program of evaluation of objectives for each service provided. The department has completed the first and second phase of this process and is directing its efforts since the last progress report on the third phase of the plan. These phases include: (a) the initial phase, (b) the implementation phase, and (c) the feedback phase.

#### a. Initial phase: understanding evaluation for student services and identifying objectives

During the initial phase of planning for evaluation, the student services department focused on understanding assessment of student services. State campus staff is still becoming familiar with student learning outcomes. Activities over the past year to support this phase included drafting an evaluation policy, establishing an assessment working subgroup, adopting a mission statement for the department, coordinating department plans, identifying goals and objectives, learning about student learning outcomes, and working with administrators and institutional research and planning office to understand how to use these for management and program improvement.

The student services program evaluation policy was approved by the board of regents during its December 2005 meeting and is being modified to make it more practical. This process was delayed due to the need to clarify goals and develop evaluation questions. Lack of data in some activities also delayed the process. Some offices had to start collecting data by conducting surveys for those activities.

The evaluation policy will be the basis of the student services assessment plan and will identify tools to assist in the implementation of the evaluation process. The assessment plan will organize a system for refining student learning outcomes, coordinating benchmarks to assess these outcomes, and creating a feedback loop to help administrators strengthen their programs to improve student learning.

The student services department has selected a small group (office managers) to steer the evaluation process by facilitating evaluation activities for the department and working jointly with the student services committee, department staff, and the assessment working group. The student services department participated in an exercise to coordinate the objectives of the college's performance based budget with those in the strategic plan. During individual workshops, each service area linked its office goals and objectives to the college mission. Training was provided for managers and staff on student learning outcomes and outcome based management. As part of this training, the department sent the student services coordinators from Pohnpei and Kosrae campuses to a conference in Philadelphia in fall 2005 for student service providers. Additionally, the department sent one of its counselors at the National campus to attend a workshop on institutional effectiveness assessment in summer 2006. Moreover, the vice president for student services and the director of institutional research and planning conducted student learning outcomes workshop at all college campus sites. These trainings focused specially on creating student learning objectives and developing evaluation questions. Staff from OAR and FAO offices also continued to travel to Chuuk, Yap, and Kosrae campuses to provide training on registration and other student services.

Pursuant to the support received from consultant Dr. Allen, who met with student services staff at all sites to provide training in assessment strategies and tools on student learning outcomes, the director of institutional research and planning has been meeting with student services staff at the National campus to do further refinement of assessment of objectives and evaluation questions.

b. Implementation phase: measuring success

The student services department completed the first phase by identifying and clarifying objectives and developing evaluation questions for measuring success at the National campus and at the state campuses. An inventory of assessments and evaluations is already in place. Assessments already conducted across all campuses are linked to established objectives for each area. The inventory will help the assessment subgroup identify areas where data has been collected and where assessment could begin. Members of the assessment subgroup have been assigned the responsibility for assessment within the department. The subgroup members are developing benchmarks, proposing and revising tools, and guiding the evaluation of these objectives.

In the past two years, the student services department has been actively assessing student learning outcomes through the use of surveys and interviews. Appendix C illustrates completed and ongoing evaluation activities.

c. Feedback phase: gathering the evidence and improving service

For the final phase of the evaluation plan, the student services staff has been working to finalize benchmarks for outcomes, coordinate evaluation methods, establish methods to communicate the results of the evaluations to the community, and integrate the learning and evaluation process into a cycle of ongoing institutional assessment. Finally, the college will use evaluation information to improve services.

The student services department received and analyzed the results of the following surveys: customer satisfaction, orientation, registration, and communicated the results to the appropriate offices with recommendations on how to enhance services. Communicating these results to the community will involve publishing objectives in the student handbook, posting them on the web, discussing them in college communications, reporting them to the federal and state governments, and discussing them with all members of the college community.

**Student learning outcomes – instructional programs**

Over the past three years, the faculty in instructional divisions initiated the process to develop and implement student learning outcomes for all courses and programs offered at the college. To date instructional staff and faculty have succeeded in identifying student learning outcomes at the course level, program level, and up to the institution level.

Following that initial effort, the focus for instructional programs has shifted to creating and implementing assessment action plans to systematically and regularly assess student learning and evaluate program effectiveness.

Beginning late in 2005, instructional divisions began the task of planning a cycle of regular assessment and conducting actual assessment activities to measure student learning at the course and program levels. Currently, instructional divisions and campuses are at different stages in this process.

In 2006, during the campus wide assessment workshop, a framework was presented and adopted that links course, program and institutional level-student learning outcomes. A majority of programs have completed program evaluations using “appendix T” in the curriculum handbook. These reports were shared with the college community through presentations to the curriculum committee, cabinet and board of regents. Assessment and program evaluation findings and recommendations have been used to modify and make improvements at the course and program level.

a. Planning for assessment.

In preparation for conducting assessment of student learning outcomes, all active courses and programs have identified student learning outcomes that are published in the course outlines and syllabi. Program outcomes as well as the student learning outcomes for the general education core, revised in 2005, are included in the general catalog.

While National campus faculty received training in student learning outcomes in 2004 -2006, state campus faculty were only more recently provided similar workshops held at their campus during 2005-2006. The delivery of training to state campus faculty on site has helped to provide a common background and working vocabulary for involving state campus faculty in developing plans for and conducting assessment of student learning outcomes across the campus sites.

During the fall 06 faculty workshops held at the National campus, divisions were asked to report on assessment work completed in spring 06 and to identify assessment activities to be carried out by the respective divisions during the upcoming fall and spring semesters. State campuses were also asked to identify assessment activities to be initiated at the state campuses at the course level. Appendix B is a summary of student learning outcomes assessment activities that occurred in the past year.

b. Implementation

Currently, all vocational programs have developed five-year assessment plans used across all campus sites. A majority of other active degree and certificate programs have completed the process of course and program outcomes alignments.

Some divisions and program faculty at National campus are actively embracing student learning outcomes and the assessment process. In particular, since 2005 the natural sciences and math, education, social science, and exercise and sport science divisions began assessing student learning outcomes at the course and program levels. The natural science and math division continue to conduct a variety of assessment activities and share a detailed report each semester. The remaining programs at the National campus have yet to establish a regular cycle for student

learning outcomes assessment or identified tools or particular strategies to use in assessing outcomes.

While at this time state campus implementation of assessment activities is limited, it must be noted that a full time faculty member at Chuuk campus is leading assessment planning and activities. Chuuk campus formed a local assessment working group shortly after the assessment workshops conducted there in March 2006. Since then, Chuuk campus has completed course and program alignments as well as program evaluations for three programs offered at the campus. Findings and recommendations were forwarded to the vice president and shared with the curriculum committee, cabinet, and board members.

At Pohnpei campus, in addition to the continuous efforts of the division of trades and technology in assessing vocational programs, the chair of the associate degree in hospitality and tourism management division has implemented a well-developed assessment plan and completed a program evaluation. The assessment information was shared with the college community in December 2006. The findings from the report have led to plans and actions to address severe under enrollment in the program.

A new director of academic programs was hired in January 2006. The director has been tasked to provide support to instructional divisions and program faculty in the assessment process. The director will continue to provide technical assistance to program faculty to plan, coordinate, and link assessment of student learning outcomes for the general education core, academic and vocational programs, and linkages to institutional outcomes. In the upcoming year, the director will travel to state campuses to provide needed assistance on site to faculty for planning and preparation efforts needed to fully implement meaningful and sustainable assessment activities at the state campuses.

Additionally, during the 2006-2007 academic year, the director of academic programs prepared a comprehensive report on the program effectiveness of the intensive English initiative (IEI). With assistance from the offices of admissions and records and institutional research and planning, data was compiled and examined on the retention rates, cumulative grade point averages, and graduation rates from sampling over 600 IEI students enrolled cumulatively across campuses and for the years 2001-2005. A similar study is underway for the 2003 and 2004 student cohorts enrolled in the certificate of general studies program. A third study is in progress to gather baseline information on the reading level of students currently enrolled in development and regular reading courses at the college. All divisions are analyzing the actual readability levels of the texts used in the courses and programs at the college. The information and findings from these assessment related activities will be used in the college's upcoming efforts to examine and recommend improvements in addressing the needs of under prepared students and developmental education programs.

### c. Feedback

Feedback on assessment of student learning is taking place in a variety of ways. During their summer 2006 workshops that brought together vocational program faculty, they revisited their plans and shared assessment findings and updates. They also proposed and made

recommendations for program modification such as the revision and addition of courses in the associate degree in electronics technology program. At the National campus, several divisions conducted assessment activities, reported that information, and in some cases modified courses and programs in response to assessment findings. More details on such activities are reported in appendix B.

At the start of the fall semester during the general meeting for faculty, instructional divisions at the National campus were asked to provide and share updates with the whole faculty group on assessment activities and to identify plans for actively assessing student-learning outcomes during the upcoming academic year.

Findings and information from course assessment activities and program evaluations have been made available and shared within the college community. Once completed, program evaluation reports are turned over to the vice president for instructional affairs who disseminates and shares the reports with curriculum committee, cabinet, board of regents and state campuses. In the planning and budget allocation process for FY 2008, program evaluation findings were used to inform decisions on institutional priorities and resource allocations.

During the 2006 system-wide assessment workshop, a framework for linking course level, program level, and institutional level student learning outcomes was introduced and adopted. However, to date this framework is not well understood by faculty or used to link and report assessment feedback up to the institutional level. Some faculty members have noted that they would like to have a clearer understanding of how the college will link assessment activity and findings at the course and program levels to institutional level outcomes. Further collaboration between instructional affairs and the office of institutional research and planning in the upcoming year should address this concern.

Faculty has also expressed their desire for the college to identify reporting mechanisms and clear pathways for communicating assessment information from the course and the program level to appropriate stakeholders.

The challenge for the instructional department now is to develop institutional capacity to design and implement sustainable assessment plans. Such plans must be the result of faculty involvement in the identification and use of assessment strategies that are relevant and meaningful to the faculty. The assessment measures and data gathered should provide the faculty and the college with information that forms the basis for ongoing program improvement across all six sites.

***Recommendation 6: Create Continuity.***

***The College needs to standardize instruction, student services, learning environment, and quality of instruction across the college's six sites. Specifically areas that require greater continuity at this time are:***

- ***(I) A written policy manual for the Board of Regents,***
- ***(II) Full-time and part-time faculty and staff hiring procedures, assignments appropriate to qualifications, and performance evaluation,,***
- ***(III) The delivery of comprehensive and consistent student services at each of the college's sites, and***
- ***(IV) The provision of adequate facilities for instruction at all sites, at this time, the college must immediately provide an adequate facility for student learning at the Chuuk site.***

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The following evidence and documentation in support of this recommendation will be found in the team room during the accreditation visit:

- *Board Policy Manual;*
- *Student Services Manual;*
- *Curriculum Handbook;*
- *Student Advising Handbook;*
- *Faculty Handbook;*
- *Student Services Handbook;*
- *New/revised personnel policies;*
- *Revised organization chart;*
- *Enrollment management indicators;*
- *Staff development committee minutes;*
- *Student services organization chart;*
- *Survey instruments used by student services;*
- *Furniture list for Chuuk campus;*
- *Capitol improvement project budget plan; and*
- *SBDC MOU with Kosrae and Pohnpei states.*

**Introduction**

The College continues to make significant progress on this recommendation. A policy manual for the Board of Regents has been developed and approved and training planned. Required personnel policies have been revised or developed. Full implementation of the re-organization was completed in August 2006. Upgrading of the current Chuuk site is nearly completed and work at the other campuses have commenced. Securing a permanent site for Chuuk campus will take more effort and time to accomplish; however, the administration is confident that this can be accomplished by the end of 2008.

**Board policy manual**

The board adopted the *Board of Regents Policy Manual* in March 2006 and received finished copies during their May 2006 meeting. In December 2006 the policy on periodic survey was revised to reflect current practice of using the accrediting commission's evaluation as the results of an independent survey which the college must submit to the FSM leadership. A policy on

board orientation will be considered at the May 2007 meeting. President James used the policy manual to conduct training for the two new regents. A senior member of the board also in attendance found the manual useful. A boardmanship workshop, sponsored by the Pacific Postsecondary Education Council (PPEC) and the College of the Marshall Islands, in March 2007 in Hawaii had a session on policy manuals from the different institutions in the region; COM-FSM's board policy manual was shared.

In addition, the student services policy manual was updated during the summer of 2006. The business and finance manual is under revision and targeted for completion June 2007. The instructional affairs manual is in need of revision and manuals in the other areas are still in progress.

The *Curriculum Handbook*, *Student Advising Handbook*, *Faculty Handbook*, and *Student Services Handbook* were revised prior to the 2006-2007 academic year.

Having current manuals and handbooks is providing ready reference to more people, however, the challenge is to have people make more use of them.

### **Instructors minimum qualifications**

Section VIII of the *Personnel Policy and Procedure Manual* was modified to require the same minimum qualification for full-time and part-time instructors and implemented November 2005 with copies of the policy widely distributed to faculty and staff at all six sites. In anticipation of the policy requirements, the college has provided \$40,000 in its FY 2006 and FY 2007 budgets for staff development for full-time faculty members not yet meeting the minimum qualifications, while encouraging part-time instructors to take part in college provided staff development activities. The staff development committee is working closely with the state campuses and their sub-committees to ensure the \$40,000 is maximized and benefits those who need it most.

The development of minimum qualifications for part-time vocational instructors is an on-going collaborative effort by the human resources and vice present for instructional affairs offices and curriculum and personnel committees. Originally scheduled for completion by December 2006, the targeted completion date has been pushed back to May 2007 due to other priorities.

### **Management evaluation tool**

The personnel committee has tasked a subcommittee to revise the management evaluation tool. The subcommittee is currently polling management staff on the current instrument and researching management evaluation tools at other institutions. The same process will be followed in which relevant committees collaborate and provide feedback to the lead committee who then seeks college wide review and comments prior to submission to the cabinet. The target completion date is December 2007.

### **Full implementation of the re-organization**

Full implementation of the re-organization took place in August 2006 with the hiring of the director of development and public relation. The vice presidents have traveled to all sites and evaluated the staffing and programs in their areas using the established enrollment management

indicators and worked on clarifying issues related to communication among and within the campuses.

The institutional research and planning and human resources offices have developed a survey instrument that has been circulated system wide to get input from the college community on whether the re-organization has improved communication and clarified the lines of authority within units, specifically for student services and instructional affairs since they have completed a year under the new structure. The director of institutional research and planning provided an hour long discussion session on the survey results during the annual staff development day in February 2007 at the National campus. A second session is scheduled for the president's retreat in March 2007 during which faculty and staff from the other campuses will participate. Workshops and training will be conducted for weaker units as identified by the survey. The other departments will be evaluated after a year of being fully organized.

### **Staff development program activities and efforts**

Significant progress has been made in the development and coordination of the staff development program. The staff development committees at each campus continue to provide staff development opportunities and support for faculty and staff. The main staff development committee located at the National campus currently has a total of 16 members which include representative from each state campus.

During a meeting of the main committee in December 2006 with the campus directors, the annual staff development activities and sample funding allocation to the different categories of staff development programs used at the National campus were shared. A recommendation from this meeting to change the composition of the committee reviewing requests for funding from the \$40,000 was considered and will be forwarded to the president. In early February, the committee chair held a teleconference with the subcommittee chairs from the campuses to discuss this semester's annual programs – staff development day and incentive award day – and shared plans for the two annual events. Plans include holding monthly teleconference to ensure participation of the campuses.

Other staff development efforts include collaborating with institutional research and planning office to provide small group training on Microsoft Outlook to help staff and faculty plan and manage information better. The director of IRPO has held similar trainings at the campuses early in 2006 and two more at the National campus later in the year. Another is scheduled for the vice presidents and president in spring 2007.

A data analysis program was designed and completed in December 2006 specifically to help collect and analyze funding and staff development program activities to help the college make better decision on its professional development programs and funding allocation. The program will be part of a summer retreat so others can also be trained in its use and application.

### **Update on additional plans**

- a) The exit survey analysis tool has been completed and implemented. Results will be used to drive decisions in hiring matters;

- b) Director of HR has visited Chuuk campus and will visit Yap and Kosrae campuses during spring and fall 2007 to provide HR trainings;
- c) Personnel committee has worked on three polices which were approved at the December 2006 board meeting: revised Section VI Employment; Section IX Leave Policies, and a new policy on Donated Sick Leave, Policy 006. Section VI addresses internal reassignment to allow promotion and transfer of existing employees within the college;
- d) Staff development committee will have a retreat summer 2007 to review the program's policies and recommend consistent comprehensive professional development plans followed by trainings at the state campuses; and
- e) Personnel committee continues review of the faculty workload policy with a target completion date of December 2007.

### **Student services structure**

Currently student services coordinators are located at each campus report directly to the campus director on a day to day basis and also to vice president for student services for consistency of delivery of programs and services. Student services staff at each campus are supervised by the student services coordinator.

Student services coordinators have been hired at all campuses. The student services coordinators worked closely with their campus director and vice president for student services to include the number of needed staff for their campus in the FY 2007 budget. The adequacy of student services staffing issue should be addressed in FY 2007, however should delays occur, by the end of FY 2008.

In the past, each campus had one budget for all services and programs at its campus. The college has realigned the budget process for FY 2008 so allocation of resources will be directed to units, such as student services, to support consistency of delivery of programs and services system wide.

Facilities to support these services at campuses have been included in the list of capital improvements budgets for FY 2004 to FY 2007. Funding for these projects has been appropriated by the FSM Congress and master plans are being reviewed by the FSM government and Office of Insular Affairs (OIA).

### **Assessing student services delivery**

A number of survey instruments have been developed by the institutional research and planning office and department of student services for assessing the quality of student services delivery system wide. Results of these surveys are being analyzed and will be shared with the college community. The vice president for student services also paid site visits to each site to assess and monitor the delivery of the services. The results of the campus visits are reported in his trip reports.

### **Improvement of facilities at the current Chuuk campus**

Improvements of facilities at the current Chuuk campus site continue. The board of regents approved \$170,000 at its September 2006 meeting for purchase of furniture, water tanks, and fencing for the campus. The list of furniture and other needed materials for Chuuk campus will

be provided in the visiting team's room. Because of frequent power outages in Chuuk, a second backup generator was purchased to ensure consistent electricity for college needs.

The college is also currently negotiating with the owners of the building across from the current site for the vocational program. This action will centralize all activities and programs at the current site; however, this has raised a parking problem. To alleviate the congestion of cars at the limited parking areas at the site, a plot of land across from the current site has been leased for a parking lot.

Improvements continue to the original facilities at the site. It is hoped that the last building, the director's office, will be renovated as soon as funds become available during FY 2007.

The facilities at the current Chuuk campus site can accommodate up to 620 students which means that enrollment will be capped at 620 students per semester to ensure consistent quality of programs and services at Chuuk campus.

### **Scale back of services**

The college scaled back services at Chuuk campus by discontinuing instructional programs while it carried out some major facilities improvements. The scale back of services was ended in summer session 2006 and implementation of the scale up of programs and services began in fall semester 2006 with an enrollment of about 520 students. Due to the scale back of services at Chuuk campus, recruitment of needed instructors for Chuuk campus was delayed and full implementation of instructional programs occurred with spring semester 2007 with an enrollment of about 600 students.

### **Construction of facilities at other college sites**

Yap campus is slated next for additional facilities. The designs for their three buildings have been approved by the Project Management Unit (PMU) and OIA. The project funds of \$2.18 million have also been approved by OIA and appropriated by the FSM Congress. The construction of facilities at Kosrae and Pohnpei campuses will use FY 2007 funds of \$1.5 million that have also been appropriated by the FSM Congress.

Recently the Asian Development Bank approved loans to the states of Kosrae and Pohnpei to establish small business development centers in these two respective states. Each of these states signed a memorandum of understanding with the college to establish center at their respective campuses. The construction of the centers is underway and will be completed in 2007. Kosrae campus recently completed the construction of its bookstore.

In January 2007, the college's board approved \$131,000 to match a USDA grant for construction of a student center at Pohnpei campus. Construction of this facility will commence as soon as specifics on the contract are worked out. The following are the structures that will be constructed during FY 2007 and 2008:

- Yap Campus – student services center, classroom building, and vocational classrooms;
- Kosrae Campus – student services building and vocational and classroom building; and
- Pohnpei Campus – learning resources center and a student services building.

Construction of additional facilities at Chuuk campus is on hold until a permanent site is secured. Construction of facilities at the National campus is also on hold until needed structures at the state campuses are completed.

***Recommendation 7: Membership of the College’s Board of Regents must have the diversity of viewpoint that is required by its own policy, national law and accrediting standards.***

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The following evidence and documentation in support of this recommendation will be found in the team room during the accreditation visit:

- Public Law 79-9;
- President James’ letter to President Urusemal re diversity; and
- President James’ letter re EPIC agenda.

**College works to ensure diversity**

Public Law 79-7 that established the College of Micronesia-FSM requires diversity on the COM-FSM Board of Regents. The board policy manual also stresses the diversity issue. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) also requires the diversity on the board.

President Barbara Beno of the ACCJ visited the National and Pohnpei campuses in October 2006. She paid courtesy visits to the FSM President and some of his cabinet members, Chairman of the HESA committee of the FSM Congress and its legal counsel, governor of Pohnpei state, vice speaker of the Pohnpei state legislature, and chairman of the College of Micronesia-FSM board and stressed the importance of having diversity on the board of regents. President James has written a series of letters to the FSM President also stressing the importance of diversity on the Board. A meeting has been scheduled with the FSM President to discuss with him some suggestions on how members can be selected to comply with diversity on the COM-FSM board of regents.

President James has attempted to have the matter of the diversity on the board of regents included on the agenda of the economic planning and implementation committee (EPIC) meetings without success. He will continue this effort.

The current members of the Board of Regents represent the following sectors of the community:

National member (at-large member)	- Government
Kosrae member	- Government
Chuuk member	- Religion
Pohnpei member	- Private education
Yap member	- vacant

***Recommendation 8: Secure Permanent Campus for Chuuk***

***The college must make significant progress in securing the Chuuk High School campus as the site for COM-FSM's permanent Chuuk state campus or, if it unable to within its deadline of 2008, find another acceptable site.***

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The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- *President's Update;*
- Copy of land survey map;
- Internal memos on the progress of the Chuuk permanent site project;
- Trip log;
- Communications to/from the college attorney;
- Copies of memos to government officials and agencies;
- Copies of memos from authorities and agencies in regard to the permanent site;
- FY 2008 institutional priorities; and
- Cabinet and board of regents minutes.

**Introduction**

To address the accrediting commission's recommendation #8, "securing the permanent campus for Chuuk," the college has made tremendous effort and has set in motion a process that is expected to eventually secure a permanent site. The college administration impressed on the Chuuk state government that without a permanent site, the Chuuk campus would adversely affect the college's accreditation. All the other campuses in the COM-FSM system, except for Chuuk, hold long-term land leases granted by their respective state governments. The Chuuk state government leadership understood the gravity of the situation and promised to secure a permanent site for the Chuuk campus by 2008. They identified the current Chuuk High School as the most suitable site. Several meetings have been held with various government officials and a task force has been created by the Chuuk state governor to work on the transfer of the Chuuk high school site to COM-FSM.

**Meetings**

The college has had several meetings with Chuuk state government officials in regard to the site for a new campus. The president and the Chuuk campus director have met with Chuuk state attorney general and Chuuk state land commissioner and with members of the legislature and senate. The vice president for administration and director of maintenance have also visited and met with the principal of Chuuk high school to discuss matters related to the transfer of the site to the college and the transition of high school students to a new site.

President Spensin James also met with Governor Wesley Simina on the matter in November 2006. The result of that and prior meetings was the governor's executive resolution establishing a task force to address the issue of transferring of Chuuk high school land and facilities to COM-FSM.

### **Chuuk high school site property survey and legal title search**

To initiate the transfer of the high school land to COM-FSM, a survey of the property was carried out to reestablish the boundaries and identify monuments. The land boundary survey led to a dispute between the Chuuk state government and an adjacent landowner pertaining to a segment of land within the boundary. The disputed segment will not have a major impact on the transfer of the property and the matter is being addressed by the state.

With the identification of the Chuuk High School for the permanent site, COM-FSM carried out a search for legal title to the land. The college's legal counsel has obtained certificates of title for the two parcels that are to be transferred. One parcel is owned by the Chuuk state government and the other by the FSM national government. Since both the national and Chuuk state governments have concurred with and are involved in the transfer plans, the dual ownership is not expected to impact progress of the transfer.

The legal counsel has reviewed the proposed land transfer documents and recommended that the college pursue a full transfer of ownership to COM-FSM of both parcels of land.

### **Deadline 2008**

In keeping with the accreditation recommendation, the board of regents directed the administration to secure the transfer of Chuuk high school site by 2008. Although the college expects to have secured the transfer of the site, there is a possibility that the site might not be fully available for use by the college in 2008. The transitioning of the Chuuk high school operations out of the site is out of the college's control and may cause a delay.

Chuuk state government is preparing for the construction of new high school facilities at the current "Anderson Field and Iras Elementary School" area. However, Iras elementary school has to be relocated to another site which has already been identified. Given the time needed to construct the new Iras elementary school followed by the new Chuuk high school, it is unlikely that COM-FSM can move into the current high school site before 2010.

### **COM-FSM transition into the Chuuk high school site**

Existing structures at the Chuuk high school site are over 30 years old, thus needing major renovation and construction of additional buildings. A total of 36 classrooms in six buildings exist on site, however, one of the six buildings was burned, damaging the structure and leaving only 30 classroom spaces. Initially, classroom renovations and construction of a new library is needed before the site can be used. Even before the full transition of high school students out to their new site is completed, renovation of classrooms may begin as classrooms are freed up. Plans are to initially begin use of the facility to run the elementary teacher training programs for teachers in Chuuk state.

### ***Recommendation 9: Develop Physical Master Plans***

***The college must develop physical master plans, with the appropriate financial plans for each state campus to ensure facilities equity with the national campus, and allow the state campuses to provide instructional and student services that are consistent (with) the strategic and educational master plans of the college.***

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The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Board minutes approving funds for the master plan;
- Trip report on visit to University of Guam;
- Copy of UOG physical master plan;
- Board approved IDP budget plan;
- 20-year infrastructure budget plan;
- Copy of topographic surveys for each campus;
- Facilities inventory list as of February 2007;
- Enrollment management standards; and
- EPIC resolution - financial support for COM-FSM infrastructure.

### **Introduction**

Since 1993 the college has been requesting funds to build and improve state campus facilities. By 1998 Yap, Kosrae, and Pohnpei campuses have completed the pre-fabricated buildings that typically consist of about 4,200 square feet each. These buildings hold administration and support services, library, and a computer lab or classroom. Yap and Kosrae campuses use the adjacent high school classrooms to supplement classroom needs.

In March 2005, the FSM Economic Planning and Implementation Council (EPIC) principals signed a resolution in support of providing funds for COM-FSM infrastructure needs. A 20-year list of projects with corresponding costs was presented with the request. Since then no major infrastructure development has been put in place other than at the current Chuuk campus site primarily due to the lack of funding and delays in the implementation of the infrastructure development projects funded under the second compact of free association between the U.S. and the F.S.M.

### **Campus facilities development plan**

The board of regents approved \$20,000 for the topographic survey of all campuses to initiate the development of a college-wide facilities development plan. All campuses were surveyed except for Yap FSM-FMI site. The maps currently serve to plan the location of new or proposed buildings and related infrastructure along with the five-year infrastructure budget plan. In the absence of a comprehensive physical master plan, development planning for each campus is difficult. Yet the preparation of a physical master plan entails more than just the physical plans; it must go hand in hand with the financial and educational plans and the overall strategic plan.

### **Physical master plan**

The board of regents in a teleconference in October 2006 approved an additional \$50,000 for the preparation of the physical master plan. Following the approval of the funds, issues relating to

the master plan were discussed in planning council meetings including the incorporation of the master plan in the strategic planning retreat scheduled for March 2007.

The director of maintenance visited University of Guam in September 2006 and met with their chief plant and facilities officer to collect information regarding development of a master plan. A copy of the University of Guam's master plan was provided for the college's reference. The engineer his willingness to assist the College of Micronesia - FSM in developing its master plan.

In early February 2007, the director of maintenance visited Yap campus, FSM-FMI campus, and Chuuk campus while the project manager visited Kosrae campus to initiate a facilities inventory and perform facilities maintenance inspections. Information collected will be used in the upcoming strategic planning retreat in the discussion on the development of the master plan. [The activity also sets a baseline for facilities budgeting and for assessing maintenance activities at each campus.]

The facilities master plan is expected to go hand in hand with the college's long-term educational and financial plans.

## **RESPONSE TO SELF-IDENTIFIED ISSUES**

College of Micronesia – FSM  
Midterm Report

**Standard IA. Mission: Planning Agendas**

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Mission Statement;
- BOR Minutes;
- Small engine substantive change report;
- President’s memos;
- Cabinet minutes;
- Strategic Plan;
- Quarterly Reports; and
- Planning Council minutes.

Planning agenda items for Standard IA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p><b>IA</b> Review and revise the college’s mission statement through a college wide dialogue and appropriate college committees and decision making structure.</p>	<ul style="list-style-type: none"> <li>- BOR</li> <li>- Admin.</li> <li>- Curriculum Committee</li> <li>- Cabinet</li> <li>- Planning Council</li> <li>- President’s retreat</li> <li>- Faculty/Staff Senate</li> <li>- Students</li> </ul>	<ul style="list-style-type: none"> <li>- Mission was revised August 2005 and updated during BOR meeting of September 2006.</li> </ul>	<ul style="list-style-type: none"> <li>- Mission statement already incorporated into strategic plan and adopted by board in September. 2006.</li> <li>- Being read out at all major college and BOR meetings.</li> <li>- Being used as basis for reporting to BOR and FSM Government.</li> <li>- Posted on the college’s website</li> </ul>			<ul style="list-style-type: none"> <li>- Strategic Plan 2006 – 2011</li> <li>- Performance Budget 2007 and 2008</li> <li>- Qtry. Performance reports to FSM, US and BOR.</li> <li>- (Annual Report 2006 report, upcoming)</li> </ul>
<p><b>IA1</b> The college will continue to develop and deploy degrees, certificates, and programs that are aligned with the mission and</p>	<ul style="list-style-type: none"> <li>- VPIA</li> <li>- Directors, Academic and</li> </ul>	<ul style="list-style-type: none"> <li>- New programs developed (small engine, major Micronesian language,</li> <li>- Community Health Program</li> </ul>	<ul style="list-style-type: none"> <li>- Small engine subchange report</li> <li>- Curriculum minutes</li> </ul>			<ul style="list-style-type: none"> <li>- FSM strategic development plan</li> </ul>

Planning agenda items for Standard IA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
purpose of the college with emphasis on support local language instruction.	Vocational - IC - SSC - State Campus Directors - Academic divisions - Curriculum Committee	developed and realigned to meet community needs - 3 <sup>rd</sup> year in special education, - AS in Agriculture currently being realigned (Jean) - Renegotiating with UOG over 3 <sup>rd</sup> Year alignment with UOG BA program. - Program evaluation on IEI program has been carried.	- BOR reports - Course outlines - Meeting records of agriculture degree initiatives			- FSM National Education strategic plan - 3 <sup>rd</sup> FSM economic summit
<b>IA2</b> Maintain publication of the mission statement in all appropriate media.	- BOR - President - IRPO - VPJA - IT	- Refer to Planning Agenda IA	- Refer to planning agenda item <b>IA</b>			- Refer to planning agenda item <b>IA</b>
<b>IA3</b> As part of the process of reviewing and revising the mission statement the Planning Council will be revived to reflect the needs of the overall system and stakeholders.	- President - Cabinet - IRPO	- Planning council revived and currently holding regular meetings (external members to be included)	- Planning Council minutes Cabinet minutes - President's memos			- SPG 9
<b>IA4</b> Institutional planning and decision making will be strengthened to allow continual linking of college activities to its mission.	- BOR - President - Cabinet - IRPO - Planning Council	- Strategic plan provides planning cycle that links planning, assessment, and resource alignment to mission statement. - Reporting of quarterly reports are directly linked to strategic plan and mission.	- Strategic Plan - Quarterly reports			- SPG 2 and 9

Analysis for Standard IA. Mission: Planning Agendas:

The College of Micronesia – FSM mission statement continues to be central to the college’s planning and decision making efforts. The current needs as identified by the college leadership are reflected in the updated version which was approved during the Board of Regents (BOR) September 2006 meeting in Yap State. The mission, vision and goals statements were updated to include a ninth goal which requires the college to provide for continuous improvement of programs, services, and college environment. The college is now linking all tasks to any of the current nine strategic planning goals (SPG) as evidenced by the creation of a SPG checklist. This section of the report also satisfied SPG 9 of the college’s strategic plan.

## Planning Agenda 1B: Improving Institutional Effectiveness

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Strategic Plan 2006 – 2011;
- Quarterly reports to BOR and FSM national government;
- Institutional priorities and budget development process;
- Planning council documentation;
- IRPO master log of activities;
- Technology plan and documentation; and
- Data book.

Planning agenda items for Standard IB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>IB</b> The college will review and revise course outlines as needed and develop student learning outcomes for all programs.	- VP - Director of Academic Programs - Curriculum Committee - IC - Comptroller - VPSS - SSC - IRPO - State campus directors	- Put in place a program review process - Started process of developing institutional assessment plan	- Program reviews - Course/program documents - College catalog - Curriculum committee minutes - Student services committee minutes - March 2005 and 2006 progress reports - Staff development – Dr. Mary Allen training.	- Program outcomes completed	- President - VP - Curriculum Committee	- Strategic Plan
<b>IB1</b> Implementation of programs learning outcomes will be implemented and assessed beginning in 2004 across all sites. Internet connectivity between all	- VP - Curriculum committee - IT - President	- Voice-over-IP installed - Communications policy developed - Conducting committee votes over email	- Communications policy - VP website - New organizational chart	- IAP draft June 2007	- President - VP - VPA - IRPO - Planning	- Strategic Plan - Technology plan -- Communications

Planning agenda items for Standard IB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
campuses will improve communications and assist in developing a collegial and self-reflective dialogue.	- TAC - IRPO	- Established group emails lists - VPIA website established providing course outlines, etc. - Organizational structure revised - SIS project initiated - Communications surveys implemented (initiated communications improvement plan)	- TAC minutes - Contract for SIS Project consultant/developer - Curriculum committee minutes - President's memos - President's updates		council	policy
<b>IB2</b> A process will be established that links strategic plan goals with yearly performance budgets. Yearly goals will be assessed. A proposed bachelor's degree in business will be reviewed in light of its impact on accreditation. The Micronesian Studies programs will be budgeted under the social sciences division beginning in FY 2004.	- president - vice presidents - planning council - IRPO - Comptroller - Social Science division chair - Business Admin division chair	- Strategic planning process form the strategic plan - Started developing institutional assessment plan - Started reporting budgets/expenditures against strategic goals - BA in Business was explored but could not commence due to the college's accreditation concerns - Micronesian studies budgeted already	- Strategic plan - Quarterly reports - Minutes of Cabinet - Description of 2008 budget development process	Yearly	- President - VPA - IRPO - Planning council - VPIA - VPSS - VPCRE	- Strategic plan (Integrated Planning, Evaluation, and Resource Allocation System)
<b>IB3</b> The college will assign assessment committee functions to the Curriculum and Student Services committees with increased participation of state campus	- VPIA - VPA - IRPO - Comptroller	- An institutional assessment plan is being developed to provide structure for program evaluations across all campuses and components of the college.	- Strategic plan - Planning council minutes - Curriculum committee minutes	- IAP draft June 2007	- Planning Council - IRPO	- Strategic plan

Planning agenda items for Standard IB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
faculty and staff.	- Director of academic programs - IT	- The development group is composed of participants from instruction, student services and administrative services. - The strategic plan provides a framework on the IAP results will be used to improve institutional effectiveness.	- Students services committee minutes - IAP working group files			
<b>IB4</b> The college will continue its efforts bringing performance budgeting in line with assessment. Reporting will be based on the strategic plan.	- President - Finance committee - Vice presidents - Comptroller - IRPO - Division chairs	- The college is moving from a line item budget development process to a performance budgeting model based on the results of the IAP. - The strategic plan also calls for development of institutional priorities to guide resource allocation.	- Strategic plan - Institutional priorities 2007 & 2008	- May 2007	- President - Planning Council - IRPO	- Strategic plan Institutional - priorities 2007 & 2008
<b>IB5</b> The college will complete an annual report for FY 2003. The college president will take lead responsibility for the production of this report.	- President - IRPO - All college community	- An annual report was completed for FY 2002 & 2003 (combined) and separate annual reports for FY 2004 and FY 2005 {Annual report for 2006 is to be completed by January 2007)	- Annual reports - FY 2002 & 2003 - FY 2004 - FY 2005 - (FY 2006)	- March 2007	- IRPO	- Strategic plan
<b>IB6</b> As outlined above, the college will integrate assessment into the appropriate committees. This reorganization effort is being led	- President - Vice presidents	- Refer to planning agenda item <b>1B3</b>	- Refer to planning agenda item <b>1B3</b>	- Refer to planning agenda item <b>1B3</b>	- Refer to planning agenda item <b>1B3</b>	- Refer to planning agenda item <b>1B3</b>

Planning agenda items for Standard IB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
by the president and the vice presidents and will occur during this academic year.						
<b>IB7</b> The college will implement policies for program evaluation: <i>Policy on Instructional Programs Evaluation and Action Plan for the Program Evaluation for School Year 2003-2004</i>	- President - Vice Presidents - IRPO	- Programs evaluations have been developed for instructional and (student's services). - The IAP will provide the structure for evaluation of all college programs and services.	- Program evaluations - Progress Reports March 2006	- IAP Draft June 2007	- Planning Council IRPO	- Policies on programs evaluation: 1) instructional affairs 2) Student services Strategic plan

Analysis for Standard IB: Improving Institutional Effectiveness: Planning Agendas:

The college in its development of its Strategic Plan 2006 – 2011 encouraged a college wide (all six campuses) dialogue on key issues facing the college with emphasis on moving the college to be student and learning centered. The discussion focused not just on instructional staff, but also on how student services and administrative personnel are fostering student success and satisfaction. The strategic plan (approved in September 2006) identified specific objectives and strategies for becoming learning centered, improving developmental education courses and services, creating student friendly and learning environments, and emphasizing institutional assessment and evaluation.

The college has developed student learning outcomes for all courses and programs offered at the college and is developing program objectives for student services to support students and learning.

The strategic plan also helps set in motion the development of an institutional assessment plan (IAP) that will assess/evaluate all programs and services offered by the college. A series of background briefings on institutional assessment were conducted at all campuses in the spring, summer and fall of 2006. An assessment working group (members from all six campuses) is charged with development of the plan. Various options are being used to encourage participation. Distance and limitations in communications technology hampers the development process, but the process is expected to result in an IAP ready for implementation in fall semester 2007. Development of administrative program objectives will be undertaken as the IAP is designed and implemented.

While the IAP is under development, program evaluations are being conducted in instructional and student services areas under existing policies to provide data and evidence for development of the IAP.

The strategic plan identifies key indicators/measures to help determine the effectiveness of the college's programs and services.

Reporting procedures for the college have been revised to emphasize direct reporting against objectives, strategic goals, and the college's mission and continual updating of key indicators. The same reporting formats are used for both internal usage and reporting to key stakeholders.

In its strategic plan the college laid out a diagram that sets forth its view for integrating planning, evaluation, and resource allocation. The planning diagram calls for updating of the strategic plan yearly based on institutional assessment and implementation through annual improvement plans. Key elements also include the importance of performance based reporting and reporting directly against the college's mission, goals, and objectives.

To improve access to data for institutional assessment activities and evidence-based decision making, the college has undertaken development of a new Student Information System (SIS) that will allow access to the data system from all six campuses. Other key issues are improved voice-over-IP, adoption of a college communications policy, expanded committee structure that promotes all campus input into decision making, and annual reports against the strategic plan.

To bring together all elements of the college, an annual president's retreat will be initiated in March 2007 and occur each spring semester thereafter. The retreat will bring together faculty and staff from all six campuses and key stakeholders. Activities will include looking at current trends affecting the college and review of evidence and data with a focus on program assessments/evaluations. Outcomes will include understanding and agreement on:

- Where are we (data and evidence, program and institutional evaluations, surveys, use of planning tools, etc.)?
- Where are we going (institutional priorities, recommendations on programs for continuation, combination and potentially elimination, new positions, master plan development, facilities needs, etc.)?
- How do we get there (implementation plans, improvement plans, specific objectives for the year, updated strategic plan, etc.)?

**Standard IIA. Instructional Programs: Planning Agendas**

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- MAAP for instructional affairs;
- College Catalog ;
- VPIA website <http://www.comfsm.fm/national/administration/vpia.html>;
- Instructional affairs handbooks: curriculum, advisement, and faculty;
- Curriculum committee minutes and documents;
- VPIA quarterly reports to board of regents (in board binders);
- Program assessment plans;
- Division and campus SLO assessment reports;
- Program reviews 2005-2006;
- Report on Intensive English Initiative;
- Report on underprepared students at COM-FSM;
- Report on certificate of achievement in general studies;
- Report on study of student reading levels and course material readability levels;
- Report on barriers to more effective delivery of distance education at the College of Micronesia-FSM;
- 2006 COM-FSM Title III proposal- ISLET: Institute for Student Learning and Effective Teaching;
- MOU for BA in elementary education partnership with University of Guam;
- Articulation agreement file;
- Enrollment management indicators;
- Campus monitoring checklists and trip reports;
- Sample of course binders, course outlines, syllabi, and exams;
- Continuing education policy and procedures (revised draft); and
- Staff development day conference - agendas, session handouts.

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>IIA1</b> 1. The college will continue to develop and deploy degrees, certificates, and programs that are aligned with the mission and purpose of the college with	VPIA, Director of Academic Programs, Director of	- 1 new certificate in outboard and small engine repair program established - AS in Nursing program developed and approved by	Substantive change report, curriculum committee minutes, program modification	Continuous, May 2007 Nursing Program Substantive	VPIA, ALO, IC's, campus faculty, DVCCE, Training	Mission and Vision of the College  SPG 1, 6, 7, 8, and

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
emphasis on supporting local language instruction.	Vocational Programs, Campus Directors, Instructional Coordinators, Division Chairs	<p>Board</p> <ul style="list-style-type: none"> <li>- 3 certificate programs updated and modified</li> <li>- 1- AS in Special Ed program updated</li> <li>- 1 AAS Electronics program update; Trial Counselor certificate program courses offered at 3 campuses</li> <li>- Teacher Quality Enhancement Grant produced teacher-training modules for content areas and first languages. Course outlines developed for reading and writing for 4 FSM languages.</li> <li>- Teacher Corps program created to recruit and support students enrolling in teacher training programs.</li> <li>- Land Management and Supervision continuing education training modules developed and implemented to train staff in land offices across all 4 FSM states</li> <li>- Continuing Education Policy and Procedures revised to facilitate development and deployment of continuing and community education programs</li> </ul>	documents, Curriculum Committee documents, TQEG Modules, FSM language course outlines, Teacher Corp proposal & budget, ADB/COM-FSM contract for modules development and delivery; completed modules, Revised draft Continuing Education Policy and Procedures Manual	Change August 2007 target to begin classes, Start up Fall 2007 Continuous	Coordinator	9.

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
2. Mechanisms will be established to ensure those state campus faculties are provided adequate resources to deliver programs in support of the college's mission.	VPIA, Cabinet, IRPO	- Completed. Enrollment management indicators established; budget process revised to provide adequate funding. Shifting responsibility to IC's and campus faculty.	Enrollment Management Indicators, campus budgets, monitoring visit reports and follow up correspondence	Fall 2007		
<b>IIA1A</b> 1. Revise the job description of the director of research and planning to focus on responsibility for providing student achievement data.	President & Cabinet, IRPO	Completed. Director of IRPO coordinating institutional effectiveness and assessment plan Additional staff added to IRPO. Protocol, procedures forms established for requests for student data.	Director of IRPO Job description .		VPIA, DAP, IC's division chairs and faculty	SPG 1, 3, 5, 7 and 9.
2. Establish a plan for assessment of SLOs at the course and program level.  All certificate and degree programs and course outlines will contain SLOs	VPIA, DAP, DVE	Plans developed. A majority of programs have developed and are implementing 5-year assessment plans.  All currently active programs have SLOs. Courses were revised to include SLOs.	Copies of plans with VPIA office  College Catalog,	Ongoing	Chair, Agriculture Division	
3. Chair of Agriculture division will establish a bridge program with area high schools.	Chair of Agriculture	Implementation initiated. Chair visited high schools and held meetings; courses outlines shared; recruitment video produced	Course outlines in VPIA office, and VPIA website.	Ongoing		

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
4. Admissions Board will consider adding personal interviews as part of the process for admission to vocational programs.	DVE, VPSS, Admissions board	No action taken; no plans at this time.				
<b>IIA1B</b> 1. Conduct workshops on instructional methodology for faculty.  2. (See Standard III for items related to Chuuk Campus.)  3. Implement a monitoring system where National Campus division chairs will visit state campus sites for adherence to curricula. If quality of courses does not meet standards, VPIA has the authority	VPIA & IC's           VPIA and DAP           IRPO, Cabinet, VPIA	Implemented Workshops held on during annual staff development day conference, 2005, 2006 and 2007. Workshops planned for "Best Practices" and TESOL certification for 2007-2008  Establishing ISLET -Institute for Student Learning and Effective Teaching  Joined National Association of Developmental Education	Staff development day program & workshop handouts    Correspondence and meeting notes; TESOL Trainers  ISLET plan from Title III proposal;	Continuous	VPIA, DAP, IC's Staff Development	SPG 1, 5, 6, and 9.

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
to discontinue the class.		Onsite campuses visits and checklist used for monitoring visits				
<p><b>IIA1C</b></p> <p>1. VPIA and division chairs will develop mechanisms to improve communication and ensure involvement of state campus faculty in development and revision of course and program outcomes.</p> <p>2. Develop a plan for assessment of SLOs at the course and program levels. SLOs for courses and programs will be developed. Implement a mechanism to ensure currency of course outlines.</p> <p>3. Instructors delivering distance education will have access to functioning computers, courses are updated, and instructors have access to the college's CGI script.</p>	<p>VPIA, director of academic programs, division Chairs, division faculty, IT</p> <p>VPIA, director of academic programs, division Chairs, division faculty</p>	<p>Website established Group e-mail set up. Conference calls used. Summary of curriculum changes published semester. Video teleconferencing hardware available; bandwidth limiting deploying system</p> <p>Completed at courses level. Majority of programs have developed 5 years SLOs program assessment plans developed. Policy requires course outlines to be reviewed and updated minimum every five years.</p> <p>No distance ed. courses offered in 2005-2007. Report completed Dec 2006 on challenges in delivering courses through DE across campuses. Distance Education coordinator to be hired by May 2007 Pilot 1-2 courses by Fall 07.</p>	<p>Curriculum committee minutes; teleconference call notes, e-mails, meeting reports for inter campus math teachers, meeting notes and record for Agriculture, and Marine Science meetings</p> <p>Catalog, website, course outline, program assessment plans.</p> <p>USDA CariPac report; personnel recruitment notice</p>	<p>Continuous; awaiting video teleconferencing capacity</p> <p>Continuous</p> <p>Ongoing 2007-2008</p>	<p>VPIA and IT</p> <p>VPIA, director of academic programs, division Chairs, division faculty</p> <p>VPIA, Distance Ed Coordinator</p>	<p>SPG 1, 2, 4, 5, 6, 7, and 9.</p>

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p><b>IIA2</b> The Department of Instructional Affairs has authority for overall program quality and integrity through out the system. Hire and evaluate faculty, adherence to established course outlines, development of corresponding syllabi, assessing SLOs, and ensure use of prescribed textbooks. Mechanism to ensure availability of prescribed textbooks for students to buy.</p>	<p>VPIA, DAP, Pres. Comptroller</p>	<p>Implementation of new organizational structure gives authority to vpia State campus instructional coordinators in place. Minimum qualification for part-time faculty modified and consistent with full time faculty by 2008 Monitoring checklist developed, monitoring activities for adherence to curricula and site visits implemented. New mechanisms developed. Bookstores established at each campus. National campus consolidates and places orders. A college credit card is available to order books. Procurement process continues to be cumbersome and shipping delays frequent.</p>	<p>Organization restructure documents, job description, part time faculty files in VPIA office; Full time faculty files in HRO; syllabi filed in VPIA office; Bookstores, orders, credit card</p>	<p>Completed</p>		<p>Recommendation 1, 2, and 6.</p>
<p>2. Review IMP program instructional issues, make recommendations regarding implementation of this program, and ensure recommendations are instituted by spring 2004.</p>	<p>VPIA, DAP, IEP faculty</p>	<p>Completed. IEI (IEP) program report prepared in 2006, presented to board meeting. Recommendation to discontinue program</p>	<p>IEI Report; Quarterly board report, curriculum minutes.</p>		<p>VPA, Comptroller; Bookstore manager</p>	
<p>3. Division chairs from the National Campus visit state campuses to observe instruction in</p>	<p>VPIA, DAP, DVE</p>	<p>In revised organizational structure, VPIA, DAP, DVE and IC's</p>	<p>Organizational chart, job descriptions,</p>	<p>June 2007</p>		

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
the classrooms and determine quality, adherence to curricula, and prescribed use of textbooks.		are responsible.				
<b>IIA2A</b> 1. Involve state campus faculty in the development and revision of course and program outcomes and notify of curricula changes.	VPIA, DAP, DVE	Refer to planning agenda item <b>IIA1C1</b> In progress. Summary of curricula changes compiled each semester and distributed to state campuses IC's for distribution.	Summaries with DAP	Continuous	VPIA, DAP, Curriculum Committee	Recommendation 1
<b>IIA2B</b> 1. Establish advisory councils for each certificate and degree program to work with instructional affairs to provide input on revision and improvement of current programs, possible new programs and development of SLOs.  2. Establish assessment plan for SLOs at course and program levels.	DAP, DVE, division chairs	Advisory councils established for vocational programs HTM, agriculture, marine science and business programs. Chuuk Campus revives vocational programs advisory council Fall 2007;  See above	VPIA and division files.	Continuous	VPIA, DAP, DVCCE, Program chairs	SPG 1, 7, and 9
<b>IIA2C</b> A formal process for evaluating the breadth, depth, rigor, and sequencing, time to completion, and synthesis of learning for the college's offerings will be put into place by the Curriculum Committee with input from all stakeholders across the system.	VPIA, DAP, DVE, Division chairs, curriculum committee	Implementation ongoing using Program Evaluation- Appendix T in the Curriculum per Curriculum Handbook. Program evaluation ongoing; updated annually. Reports currently shared with divisions, curriculum	Program Evaluations	Continuous Process revised by Fall 2008	VPIA, IRPO, Curriculum committee,	SPG 1, and 9; Recommendation 3, and 5.

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
		committee, cabinet, and board. Evaluation process to be reviewed and revised.				
<b>IIA2D</b> Develop a Faculty Orientation Handbook, offer workshops on learning styles and methods, mentor faculty to aid in matching teaching methods with SLOs of the courses.	VPIA, Curriculum committee, staff development committee	Completed. Faculty Handbooks updated and distributed across all campuses each academic year and posted on VPIA website. Workshops in SLO Assessment and learner centered teaching were conducted during annual staff development day VPIA office creating ISLET – Institute of Student Learning and Effective Teaching	Handbooks complete  Staff development day agendas & handouts	Spring 2007 and Continuous	VPIA office	SPG 4 and Recommendation 6.
<b>IIA2E</b> 1. Implement program evaluation.  2. Link evaluations to budget, strategic plan and resource allocation for continuous improvement of programs and services to students.	VPIA, DAP, DVE, division chairs, program coordinators  VPIA, Cabinet, IRPO	Established with all major active programs completed evaluations during 2005--2006 using Appendix T in curriculum handbook.  Divisions, programs are using results to make program modifications for improvement and recommendations to discontinue (IEI)  FY 08 budget development process and resource allocation	Program Evaluation on file in binder in VPIA office  Curriculum minutes, program modification documents, board directives and minutes.  Notes from VPs and IRPO budget	Continuous	VPIA, DAP, DVCCE, IC's,  VPIA, Cabinet, IRPO,	SPG 9; Recommendation 4.

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
		considered program review findings and recommendations	meetings			
<b>IIA2F</b> Refer to planning agenda item <b>IIA2E</b>						
<b>IIA2G</b> Provide assistance to those divisions/instructors developing exit tests to address issues of biases, reliability, and validity.	VPIA, DAP, DVE	Exit testing still under consideration by most programs/divisions; no reported training/assistance to date		Fall 2008	VPIA, DAP, DVE, Division chairs, IRPO	SPG 9; Recommendation 5 and 6
<b>IIA2H</b> Link SLOs at course level to grades and ultimately course credits.	VPIA, DAP, DVE, division chairs, faculty	Completed. Course outlines and syllabi based on SLO's. Outlines are checked for assessment strategies used to determine grades. Workshops conducted to assist faculty to link SLO, assessment and grades. Course outlines may state and match SLO with assessment strategy	Course outline and syllabi, final exams, writing course rubrics on file in VPIA office	Continuous	VPIA, DAP, DVE, division chairs, faculty	Recommendation 5 and 6.
<b>IIA2I</b> Link SLOs at course level to grades and ultimately course credits.	Refer to planning agenda item <b>IIA2H</b>					
<b>IIA3A</b> Establish a mechanism for collecting follow-up data related to Gen. Ed. Core SLOs on graduating students.	VPIA, DAP, IC's, division chairs, IRPO	In progress with plans under development; limited graduate follow up data and some anecdotal information on success of graduates or transfer students with IRPO.		Continuous	VPIA, IRPO	SPG 9; Recommendation 3

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>IIA3B</b> Gen. Ed. Core includes comprehensive SLOs and assessment strategies in the areas of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	VPIA, DAP, IC's, division chairs, IRPO	Completed. The Gen. Ed. Core was revised. All course SLOs are linked directly to program SLOs that are in turn linked to institutional SLO's and goals.  Assessment of the general education SLO's is in the early stages. Assessment of writing SLO's and math are ongoing. Social sciences division uses exit tests for courses.	Curriculum Committee minutes General Catalog.  Division assessment reports	Completed  Ongoing 2007- 2008 assessment of Gen Ed core SLO's	VPIA, DAP, Division chairs, faculty	SPG 9; Recommendation 3
<b>IIA3C</b> Gen. Ed. Core includes comprehensive SLOs in the areas of appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	VPIA, DAP, IC's, division chairs,	Completed All course SLOs are linked directly to program SLOs, which are in turn linked to institutional student learning outcomes.	Curriculum committee documents; system assessment workshop documents for ISLO's			SPG 1
<b>IIA4</b> No planning agenda						
<b>IIA5</b> 1. The college administration will work with the FSM administration and members of Congress to put in place government policies that support employment of FSM	President, HRO, VPIA, DVE	College strives to hire highly qualified Micronesians. The college's unique staff development program recruits young Micronesian faculty and	Staff development committee minutes and contracts. HRO records.	Continuous	VPIA, staff development committee HRO VPIA, DVE	SPG 5, 7, and 9

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p>citizens and vocational education programs.</p> <p>2. The college administration will work with the FSM administration and members of Congress regarding the establishment of FSM certification and licensing standards in the vocational and trades areas.</p>	<p>President, VPIA, DVE</p>	<p>supports them to earn masters degree. To date 8 completed master's and 3 currently enrolled.</p> <p>No policies created in regards to certification and licensing standards.</p> <p>The college is coordinating the US Dept of Labor apprenticeship program with partner agencies across FSM states.</p>	<p>Apprenticeship program files</p>			
<p><b>IIA6A</b></p> <p>1. Establish a transfer-of-credit policy.</p> <p>2. Collect data on success of students who transfer to other institutions.</p> <p>3. Instructional affairs will work with OAR on establishing criteria for reviewing and accepting credits from other colleges.</p>	<p>VPIA, Curriculum Committee; Admissions committee</p> <p>IRPO</p> <p>VPIA and Director of OAR</p> <p>VPIA, Curriculum Committee, Director of OAR</p>	<p>Completed with approved policy in MAAP and stated in catalog.</p> <p>In progress with IRPO office survey of graduates' data on transfer students. Plans and process for gathering data being developed by IRPO.</p> <p>Completed Procedures developed and form in place.</p>	<p>MAAP for Instructional Affairs; catalog IRPO data</p> <p>IRPO data on survey of graduates in FSM and in Hawaii.</p> <p>MAAP for Instructional Affairs</p>	<p>Completed</p> <p>Continuous</p>	<p>IRPO</p> <p>VPIA, Curriculum committee, cabinet, and board</p>	<p>SPG 1, 7, and 9.</p>

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
4. Continue to establish articulation agreements with are institutions, esp. NMC, PCC, and USP.	VPIA, Curriculum committee, cabinet, and board	Current agreements with PCC, UOG, and UHH being updated. New articulations include 3 <sup>rd</sup> year certificate in business program with UOG	Articulation agreements on file in VPIA office; correspondence with PCC, UOG, UHH	Continuous		
<b>IIA6B</b> Review course substitution policy to possibly allow VPIA greater discretion in making decisions for substituting courses.	VPIA, Curriculum Committee	Current course substitution policy in MAAP	MAAP for instructional affairs			SPG 1 and 7.
<b>IIA6C</b> 1. The Department of Instructional Affairs has authority for overall program quality and integrity through out the system.  Hire and evaluate faculty, adherence to established course outlines, development of corresponding syllabi, assessing SLOs, and ensure use of prescribed textbooks.  Mechanism to ensure availability of prescribed textbooks for students to buy.	IRPO, Cabinet, VPIA office  VPIA, DAP, DVE, IC's  VPIA office, business office, bookstore manager	New organizational structure links VPIA office with Instructional coordinator at each campus. Checklist used for monitoring  VPIA office reviews and approves all campus schedules, full and part time faculty contracts, course outlines, syllabi, faculty evaluations and student course evaluations for all campuses. Faculty evaluation form has been revised and in use.  Business office procurement system for textbooks is cumbersome and shipping delays hinders availability of textbooks.	Organizational structure, revised job descriptions.  Schedules, syllabi, outlines, evaluations, and course feedback data on file in VPIA  Monitoring checklist Memos regarding textbook delays	Completed  Continuous  June 2007 textbook procurement system improved	VPIA, DAP, DVE, IC's  VPA, business office and, bookstore manager to address	SPG 1; Recommendation 1, 2, 5, and 6.

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
2. Institutional publications and policies, including the "General Catalog" will be updated on the college website.	VPIA office, IT	VPIA website active and contains current information regarding academic affairs. The General catalog is updated yearly. Curriculum, Faculty, and Advisement handbooks are updated and distributed yearly.	Website, MAAP for Instructional Affairs	Continuous	problems with textbook procurement.  VPIA office , IT	
<b>IIA7A</b> Ensure and facilitate and understanding of the academic freedom and responsibility policy.  2. Include this policy in the "General Catalog" and the "Part-time Faculty Handbook". Develop a mechanism to make sure the policy is being followed.	HRO, VPIA, IC's, division chairs	Completed Academic Freedom policy revised along with Ethics Policy  Policy included in faculty handbook and personnel manual. Mechanism to ensure adherence to policy needs to be developed.	Faculty handbook, personnel policy manual	Ongoing ; August 2007	VPIA, Personnel committee	SPG 5
<b>IIA7B</b> Revise and discuss the academic honesty policy with all faculty.  2. Review and possibly revise current academic honesty policy to ensure language that is clear and of sufficient strength.  Provide clear steps to be followed by the faculty.	VPIA office, curriculum committee, faculty	Completed. Revised policy included on all course outlines and syllabi. Stated in college catalog and student handbook.  Completed. Included in agenda for faculty meeting beginning of Fall semesters  Instructional coordinators	Personnel committee minutes, catalog, student handbook, course outlines, and syllabi  All course outlines include academic honesty policy statement	Completed		SPG 9

Planning agenda items for Standard IIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
Implement a mechanism to ensure policy is followed at all campuses.		responsible for ensuring policy at state campuses				
<b>IIA7C</b> 1. VPIA will draft a code of ethics for faculty and staff review.  2. The Personnel Committee will review Section XV of the personnel manual to make it clearer.	VPIA, director of HRO, curriculum committee, personnel committee, cabinet and board	Completed. Ethics code developed, approved, and published in the personnel policy and faculty handbook.	Faculty handbook, personnel manual			SPG 5
<b>IIA8</b> No planning agenda	The college does not offer programs in this category.					

Analysis for Standard IIA. Instructional Programs: Planning Agendas:

The college was able to complete or implement the majority of the planning agenda items identified for Standard IIA. In alignment with the mission, the college continued to develop and deploy new degree and certificate programs as well as offer a variety of continuing education courses and trainings to address community requests for workforce development and training. The college will reinstate the partnership BA in elementary education with University of Guam in summer 2007.

Several developments occurred in continuing and community education. The position of vocational training coordinator was filled. He is actively implementing the U.S. Department of Labor sponsored certified apprenticeship program. The description for the director of vocational program was revised to include management of continuing and community education along with extended distance education learning. A new director is currently being recruited. The non-credit policy was revised and an operational procedures manual developed to guide the design, curriculum review, implementation, and assessment steps for workshops and short term training programs and courses offered by the college.

Under the revised organizational structure, the vice president for instructional affairs (VPIA) has been given the responsibility and authority to assure the quality, consistency, and rigor for all instructional programs across all campuses. Each campus has hired or appointed an instructional

coordinator who is responsible for the day-to-day management and supervision of instructional affairs at the campus level. The instructional coordinators report to both the vice president for instructional affairs and campus director.

To assure state campus faculty are provided adequate resources to deliver programs, institutional research and planning office collaborated with departments to establish enrollment management indicators. These are being used as guidelines in ensuring state campus faculties are provided equitable resources. In the FY 2007 budget preparations, separate instructional budgets were established with adequate funding to provide faculty and libraries with resources to support instruction. The need for readily accessible and adequate teaching technology equipment for faculty at the state campuses is now being addressed.

Monitoring visits to the state campuses take place on a semester basis. A campus monitoring checklist was developed and is used to focus campus visits. The monitoring checklist is used as a basis for recording observations, concerns, recommendations, and action items for follow up. Site visits include a general meeting with faculty and students groups when possible.

Under the new organizational structure, the vice president for instructional affairs has overall authority in hiring and retaining qualified faculty. The VPIA has increased monitoring of the quality of both full-time and part time faculty hired at all campus sites. This effort has resulted in mentoring of some part time faculty and progress in reaching the standard of all instructors having master's degrees.

Communication between and involvement of state campus faculty in the development and revision of course and program outcomes has increased and improved. A website for the vice president for instructional affairs was launched in January 2006 and is regularly maintained. Within the framework of the regular curriculum committee meetings, conference calls were attempted. Inter campus meetings with state campus faculty took place at the National campus to address program modifications. The curriculum committee struggles to have timely and frequent interaction with state campus faculty but is mindful and seeks solutions to provide timely, efficient, and effective involvement of state campus faculty.

Over the past two years, delivery of distance education courses ceased due to information technology and bandwidth constraints. The college is reviving efforts and is currently participating in a USDA funded grant project to promote agriculture education through distance education.

The general education core was revised to include comprehensive student learning outcomes. These are published in the college catalog. In January 2005, a framework was presented and adopted at the system wide assessment conference. The framework links course level outcomes with program level outcomes and up to institutional level student learning outcomes.

A number of programs have developed plans and initiated assessment activities at the course and program level. Vocational programs including the AS in hospitality and tourism program are implementing their five-year assessment initiated in 2005. Chuuk campus has created an assessment working group. During 2006, four program evaluations were completed and shared with the college community. However, all program evaluations to date have limited, if any, data on the success of students who transfer to other institutions or enter the workforce. While a fair amount of assessment

activity is taking place, still lacking are clear pathways for reporting assessment work at the institutional level and understanding how course and program level assessment information is being used to make decisions to improve institutional effectiveness.

In summer 2006, a report on the success rates for IEI, formerly called IEP, students enrolled from 2001-2005 was completed. Analysis of the data illustrated the dismal retention and completion rates and led to the recommendation to discontinue and replace IEI. Following the IEI study, the office of instructional affairs prepared a report examining the number and level of underprepared students admitted to the college and the success of the developmental or remedial programs currently in place in addressing developmental student needs. Two other studies related to underprepared students at the college are underway to determine baseline information on reading levels of students and the retention rates for the certificate of achievement in general studies. Findings and recommendations from the reports will be used to develop plans to address underprepared students, replace the IEI, and address the need for changes in how the college enrolls and meets the needs of students requiring developmental course work.

To assure availability of textbooks at all campuses for all students several steps were taken. A bookstore and a person to staff it were added at all the campuses. An timeline for campuses to submit orders was established with centralized purchasing by the main bookstore at National campus. The board authorized the college to obtain a credit card account to expedite book orders and for cost savings. Unfortunately, the timely acquisition of textbooks and getting them into the hands of students has met with limited success and no major improvement. The current cumbersome and time-consuming procurement process along with changes and setbacks with shipping between the US mainland and the region has hindered the timely arrival of adequate supply of textbooks. Textbooks may need to be ordered in bulk at least a year in advance.

The college addressed the need for a policy on transfer of credits and criteria for reviewing and accepting credits. A form is now in place to assist in the review of transfer credits from other colleges. The college continues to renew and establish articulation agreements with institutions in the regions and beyond. A recent development is the articulation of the third year certificate of achievement in business with the University of Guam.

The academic honesty policy is now included in the college catalog and is included on all course outlines and syllabi. Faculty is advised to inform students and apply the policy. A code of ethics was adopted. The policy includes language to address academic freedom and related faculty responsibility. Mechanisms to ensure both policies are implemented consistently across all campuses have yet to be addressed.

The college's staff development program initiatives and activities are building capacity and leading the enhancement of faculty in skills for student centered teaching and methods for assessing student learning outcomes. Workshops were conducted at all campuses. The college became an institutional member of the National Association of Developmental Education. The department of instructional affairs is creating an in-house faculty staff development program identified as "ISLET: Institute for Student Learning and Effective Teaching." The college also is piloting a commercial academic advisement-training program for faculty. The vice president and several faculty members have attended workshops and conferences. To date, eight Micronesian faculty members have been supported to complete a master's degree and three are currently enrolled with expected completion dates by 2008. Six state campus faculty members are expected to begin a master degree program in the upcoming year. For 2007- 2008, plans are in progress to conduct faculty workshops in teaching best practices, ESL in content courses, and a TESOL certification program.

## Standard IIB. Student Services: Planning Agendas

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Display board during registration week;
- Semester calendar of activities;
- Dispensary visitors records;
- New SSSP (TRIO) grant proposal;
- COM-FSM General Catalog 2005-2007;
- Trip reports;
- Samples of student services related surveys;
- Student services committee minutes;
- Monthly/quarterly reports; and
- Enrollment list.

Planning agenda items for Standard IIB	Person (s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person (s) Responsible	Link (s) to planning documents
<b>IIB1</b> An upgrade to the program features of the electronic database	- Director of OAR	- Plan in place to hire a Student Information System (SIS) person to upgrade the database.	- BOR Dec 06 meeting minutes - Planning council meeting minutes	- Spring 2007	- VPA - Director of IRPO - IT - Director of OAR	- Strategic Plan 2006 - SPG 5 and 9
<b>IIB2</b> Continue with the process of fully implementing the synchronization of OAR's electronic database system-wide.	- Director of OAR	- Incumbent resigned	- See IIB (1)	- Spring 2007	- VPSS - Director of OAR - IRPO	- Strategic Plan 2006 - SPG 9
<b>IIB3</b> Visible board displaying the schedules of classes for a given academic semester.	- Registrar	- Fulfilled Display board in lobby	- Curriculum committee minutes - Display board			- SPG 2, 4, and 9
<b>IIB4</b> OAR will conduct regular	- Director of	- Surveys are on going. Some	- Copies of	- Continuing	- Director of	- SPG 9

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
surveys to access effectiveness in carrying out its services.	OAR	results are with IRPO	survey - Data from surveys		OAR - VPSS	
<b>IIB5</b> A web page will be established in the college website.	- Registrar	- All OAR forms are on the COM-FSM website	- Website			- SPG 2 and 4
<b>IIB6</b> Require students to sign a new form by the FERPA.	- Director of OAR	- Fulfilled (Sign forms are filled in, signed and placed in the students' permanent records.)	- OAR Files - Sample signed FERPA forms			- SPG 8
<b>IIB11</b> National & PNI campuses will continually monitor the programs offered students in content and attendance by developing a full schedule of activities and programs based on student evaluations, administrative review and attendance from previous semester.	- Director of Student Life - Student Services Coordinator - Sports Recreation Coordinator	- Fulfilled calendar of activities and schedules	- Calendar of activities			- SPG 1, 2, and 9
<b>IIB12</b> Develop and implement better tools for gathering data in order to improve the accuracy and reliability of data collected.	- Director of Student Life - Sports Recreation Coordinator - College Nurse	- Dispensary currently has a student database using access created but need training in order to implement.	- IRPO records - Dispensary files	- June 2007	- Campus Nurse - Director of Student Life	- SPG 9 (c)
<b>IIB13</b> Yap and PNI campuses need to comply with the SSSP proposal and the employment manual for tutor evaluations.	- Director of SSSP	- Fulfilled (Yap & PNI campuses' programs are now phased out. Services are now replicated.	- SSSP Office Records - New grant proposal			- SPG 8 (c)

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
<b>IIB21</b> Web site address will be printed in the next catalog.	- VPIA - Director of LRC	- Fulfilled (the website is currently printed in the 2005-2007 catalog)	- 2005-07 catalog			- SPG 1, 4, and 7
<b>IIB22</b> An academic freedom statement will be included in the next catalog.	- VPIA - Director of LRC	- See IIB2 (1)	- See IIB2 (1)			- SPG 4 and 8
<b>IIB23</b> A statement of policy on sexual harassment will be included in the next catalog.	- VPIA - VPSS	- Policy has been approved by the Board of Regents	- 2007-2009 catalog	- Summer 2007	- VPIA - Director of development and community relations	- SPG 1, 4, and 7
<b>IIB24</b> A FERPA statement must be included in the catalog.	- VPIA - VPSS	- Fulfilled (The FERPA statement has been included in the catalog)	- 2005-2007 catalog			- SPG 1, 4, and 7
<b>IIB25</b> A nondiscriminatory policy statement must be included in the next catalog.	- VPIA - VPA	- Fulfilled (see IIB2 (1) above)	- 2005-07 catalog			- SPG 1, 4, and 7
<b>IIB31</b> Conduct surveys to identify the support needs of the students, determine how to address these needs, and assess how well it provides services to students.	- Director of OAR - Counseling - VPSS	- Surveys are on going. - Some surveys are with IRPO	- Surveys - IRPO office files	- Spring 2007	- Director of OAR - Counseling - VPSS	- SPG 2 and 9
<b>IIB32</b> Will conduct a drinking pattern survey biennially to keep abreast of substance abuse issues. Will	- Counseling - VPSS	- Pending. IRPO is in the process of drafting a survey for substance abuse issues.	- Surveys	- Fall 2007	- Counseling - VPSS	- SPG 9

Planning agenda items for Standard IIB	Person (s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person (s) Responsible	Link (s) to planning documents
complete development of an outreach plan and include assessment of student needs and outcomes and will be in place for the 2004-05 school year.						
<b>IIB33</b> Beginning in spring 2004, review IAPs and IDPs every semester. Through early intervention, students needs can be addressed early and process assistance provided and shared among staff.	- Director of SSSP	- Fulfilled (Staff has started review IAPs and IDPs every semester)	- National campus SSS office records and files - The new SSS grant proposal/award			- SPG 2
<b>IIB3A1</b> Fully implement wide area networking on the OAR electronic database enabling state campuses to extend a wider variety of services to students by fall 2004.	- Director of OAR - Director of IT	Refer to IIB 1	- Refer to planning agenda item <b>IIB1</b>			- SPG 9
<b>IIB3A2</b> OAR will research a system such as Ariel, of communication that would speed up transmittal of paper documents from the state campuses to the National campus by fall 2004.	-Director of OAR -Director of LRC -Director of IT	- Fulfilled - A System is now in place	- Ariel system			- SPG 4
<b>IIB3A3</b> FAO will provide financial aid information to students and parents via the college website beginning spring 2004.	- Directors, FAO - IT	- Fulfilled - Information is available on the website	- COM-FSM website			- SPG 2, 4 and 7.

Planning agenda items for Standard IIB	Person (s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person (s) Responsible	Link (s) to planning documents
<b>IIB3A4</b> Sports & Recreation (S&R) will continue to evaluate each existing and new sports/recreation program to determine if they are fulfilling student needs	- Sports/Recreation Coordinator - Director of Student Life	- The Evaluation is an ongoing process.	- Student services committee minutes - IRPO files	- Ongoing	- Sports/Recreation Coordinator - Director of Student Life	- SPG 2 and 9
<b>IIB3A5</b> Counseling personnel at Kosrae and Yap campuses will be given priority for any staff development funds available to counseling.	- HR - Staff Development Committee	- Fulfilled - Counselors have received staff development fund for staff development)	- Staff development committee minutes			- SPG 2, 5, 7 and 8.
<b>IIB3A6</b> Additionally, they will receive training from other counseling personnel when there is an opportunity.	- Counseling	- Fulfilled. Counselors have received training from other counseling personnel	- Trip report			- Refer to planning agenda item <b>IIB3A5</b>
<b>IIB3A7</b> A request for a corporate grant will be submitted proposing a system-wide program of career exploration, work preparedness, and job placement. If funded all campuses will received these services.	- Counseling	- Incumbent resigned and grant not written. However, career exploration mini-workshops have been initiated by the counselors at National and Pohnpei campuses	- Career Days	- On going	- Counseling	- SPG 2, 5, and 7.
<b>IIB3A8</b> SSSP staff responsible for completing the comprehensive assessment of students needs will be required to employ the whole process including Yap and Pohnpei campuses	- Director of SSSP	- Fulfilled - Refer to planning agenda item <b>IIB3a</b>	- SSSP student records and reports - Calendar of activities and/or PERT CHART			- SPG 9

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
<b>IIB3B1</b> The National and PNI campuses sports/recreation divisions will update their services in accordance with surveys and feedback.	- Sport & Recreation division at National campus	- Fulfilled (Both campuses are updating their services in accordance with surveys and feedback)	- Client satisfaction surveys			- SPG 2 and 3
<b>IIB3B2</b> The state campuses need expanded sports and recreation programming. Budget limitations make it unlikely in the near future.	- State campuses student services coordinators	- Partially fulfilled (State campuses have limited sports and recreation programs due to limited staff and facilities)	- State Campus monthly reports - SSC minutes	- Continuing	- Campus Directors - Director of Student Life	- SPG 2, 3, 7, and 8.
<b>IIB3B3</b> The Counseling division will devise a means of keeping statistics on the number of students who participate in substance abuse prevention activities and solicit feedback and input from the students regarding their needs and attitudes.	- Counseling	- IRPO is assisting the counselors in devising a tool to keep statistics on the number of participants in substance abuse prevention activities and solicit feedback and input from students.	- Calendar of activities			- SPG 3 and 9
<b>IIB3B4</b> Timely collection and reporting activity calendar noting deadlines.	- Student services Coordinator (PNI campus)	- Fulfilled - PNI campus has been collecting and reporting activity calendar	- Pohnpei campus school year calendar			- SPG 2 and 3
<b>IIB3B5</b> Cost of insurance coverage for students has been prohibitive. The comptroller and other areas will present health insurance for students beginning fall 2004.	- VPSS - Comptroller - College Nurse	- This has not been fulfilled (Cost has been prohibitive)		- Depending on budget, this item may be addressed	- VPSS - Comptroller - Nurse	- SPG 3 and 6

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
<b>IIB3B6</b> The maintenance, dorm manager, and the VPSS will be responsible for the modification of dorm rooms to increase space for a computer lab, recreation area, and office.	- VPSS - Maintenance - Dorm manager	- Fulfilled (The dorms have been modified to provide space for computer labs, launch, and office space.	- Dorm monthly/quarterly reports			- SPG 3 and 6
<b>IIB3B7</b> The 24-hour security coverage for the dormitories to begin in the 04-05 school year.	- Dorm Manager - Security - VPSS	- Fulfilled - Around the clock security services are being provided	- Special contracts - Employment contracts			- SPG 3
<b>IIB3B8</b> Dorm and recreation/sports staff will continue provide annual approved activities calendar each semester.	- Director of Student Life - Dorm Manager - Sports/Recreation Coordinator	- Fulfilled - A regular calendar of activities are available every semester)	- Calendar of annual activities			- SPG 2 and 3
<b>IIB3B9</b> Dorm staff will promote national unity by assigning students from different island groups to room together.	- Dorm manager/advisors - Director of Residence/Campus Life	- Fulfilled - Dorm advisors are assigning students from different island groups every semester)	- Dorm Monthly Reports - Residence Listing			- SPG 8
<b>IIB3B10</b> Four additional RAs will be hired spring 2004 to assist the work in the dorm.	- Director of Residence/Campus Life - Human Resources	- Fulfilled (Four RAs are in place to assist the Advisors in the dorms)	- Special contracts - Dorm records			- SPG 3 and 5

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
<b>IIB3C1</b> National campus counseling staff have begun to meet regularly to plan outreach activities and better evaluation tools that will be in place for 2004-05 school year.	- Counseling	- Recently met to discuss the activities for this year and decided to have Career Day activity as an outreach activity. Will utilize IRPO for evaluation tools.	- Counselors meeting minutes - Monthly/quarterly reports	- Fall 2007	- Counselors	- SPG 2 and 9
<b>IIB3C2</b> PNI campus will begin holding a parent's night in spring 2004 to help bolster family and community support for counseling.	- Director of SSSP	- Refer to planning agenda item <b>IIB3A8</b>	- New SSSP grant proposal/award	- Refer to planning agenda item <b>IIB3A8</b>	- Director of SSSP	- SPG 8
<b>IIB3C3</b> Trained counselors are needed at Yap, Kosrae, and FSM-FMI campuses and a second one is needed at PNI campus.	- VPSS - Lead counselor	- Fulfilled - Counselors have received training at Yap, Kosrae, and FSM-FMI	- Student services committee minutes - Trip reports - State campus monthly reports			- SPG 5
<b>IIB3C4</b> An annual seminar bringing together the counselors from all campuses will be held, beginning in 2004.	- VPSS lead Counselor	- Pending (The department will bring all the counselors for a net-working seminar when the budget is provided)		- Fall 2007	- VPSS - Lead counselor	- SPG 2, 4 and 7.
<b>IIB3C5</b> SSSP students who are placed on continued academic probation on Yap and Pohnpei campuses must see the coordinators for counseling before registration beginning in fall 2003.	- Director of SSSP	- Refer to planning agenda item <b>IIB3C2</b>	- Refer to students' file and records at the National campus SSS office.			- Refer to planning agenda item <b>IIB3C2</b>

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
<b>IIB3C6</b> Yap and PNI SSSP coordinators will identify counseling and/or advising training to attend before spring 2004.	- Director of SSSP	- Refer to planning agenda item <b>IIB3C2</b>	- Trip Reports with National campus SSSP office			- Refer to planning agenda item <b>IIB3C2</b>
<b>IIB3C7</b> To solve the problem of peer educators' turnover, the center will change the requirements so that a peer educator must be youth and work full time, but is not required to be a student.	- Peer Counseling	- Fulfilled - The requirements have been changed)	- Personnel action - Monthly reports			- SPG 5
<b>IIB3D1</b> The VPSS and staff will plan activities with the specific goal of enhancing student appreciation of diversity.	- VPSS - Director of Residence/Campus Life	- Fulfilled - The staff have planned activities to enhance student appreciation of diversity, such as Founding Day activities	- SSC minutes			- SPG 8
<b>IIB3E1</b> The assessment specialist will work with the Admissions Board on changes of the COMET.	- VPSS - Admissions Board - IRPO	- The incumbent left the job. The position is currently vacant and it is being advertised. All assessment work has been done by the IRPO office	- Personnel action - Vacancy announcement	- Summer 2007	- VPSS - Admissions Board - IRPO	- SPG 5 and 9
<b>IIB3E2</b> The math/science division will do a study of the effectiveness of the math placement test by March 2004.	- Chair, Math Science Division	- Fulfilled	<a href="http://www.comfsm.fm/dleeling/math/placement/placement23.html">www.comfsm.fm/dleeling/math/placement/placement23.html</a>			- SPG 1, 2, and 9

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
<b>IIB3F1</b> Publish a record management manual designed for specific needs of OAR.	- Director or OAR	- Pending (The manual is put off due to budget and personnel constrain)		- Pending (This item depends on budget and personnel)	- Director of OAR	- SPG 2
<b>IIB3F2</b> Increase storage room for archives by fall 2004.	- Director of OAR	- Pending (Facilities plan will include space for storage room for archives.)		- Pending (This depends on new facilities being built to provide more office space)	- Director of OAR	- SPG 2 and 3
<b>IIB3F3</b> Upgrade records in the database to include those who attended the college to 1994 as well as input other missing data.	- Director of OAR	- Fulfilled - The updating has been done from 1994)	- OAR data base	- Refer to planning agenda item <b>IIB3F2</b>		- SPG 9
<b>IIB3F4</b> Publish a FERPA manual to outline guidelines and policies to be observed compliance with the provisions of the Privacy Act.	- Director of OAR	- Pending (The manual is still in planning stage awaiting personnel and budget)		- Pending (This depends on funding.)	- Director of OAR	- SPG 2 - Institutional priority
<b>IIB3F5</b> Purchase a more advanced server that can easily do backup by spring 2004.	- IT - IRPO	- Refer to planning agenda item <b>IIB1</b> (SIS funded in December 2006	- New server in place			- SPG 5 and 9
<b>IIB3F6</b> FAO will work with IT to do regular back up and store records in different locations.	- FAO - IT	- FAO and IT has yet to identify a place to back up and store records.		- Fall 2007	- FAO - IT	- Institutional priority
<b>IIB3F7</b> SSSP will ensure the file cabinets are locked everyday and that	- Director of SSSP	- Fulfilled - The cabinets have locks on	- Reference: EDGAR			- institutional priority

<b>Planning agenda items for Standard IIB</b>	<b>Person (s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person (s) Responsible</b>	<b>Link (s) to planning documents</b>
confidential documents are kept securely.		them)				- budget - SPG 3
<b>IIB41</b> OAR will conduct surveys that provide assessments to improve service to students.	- Director of OAR	- Fulfilled (IRPO is assisting OAR in providing assessments to improve service)	- Survey results			- SPG 9
<b>IIB42</b> Put up a suggestion box as another mechanism of gathering feedback from students.	- Director of OAR	- Fulfilled - The suggestion boxes are in place)	- Questionnaire and survey results			- SPG 9
<b>IIB43</b> Counseling staff will form a plan for assessment of student needs and methods of evaluating current activities by 2004-05 school year.	- VPSS - Counselors	- Fulfilled - IRPO is assisting the counselors on the evaluation plan	- Activity surveys - Monthly logs -Client satisfaction surveys			- SPG 9
<b>IIB44</b> Beginning fall 2003 and thereafter, SSSP participants will meet with staff as the first of 3 required semester meetings.	- Director of SSSP	- Fulfilled (The program is mandating participants to meet with staff at least 3 times a semester)	- National campus SSS records and office files			- SPG 2 and 4
<b>IIB45</b> Should be more open and consistent communication between the cafeteria and the students where manager and assistant manager will regularly conduct meetings with the leaders of the different SBA groups to tackle concerns regarding cafeteria services. The manager will develop a	- Comptroller - Cafeteria manager	- Fulfilled - Cafeteria staff are meeting with students and SBA officers on a semester basis	- Monthly reports			- SPG 4, 7, and 8.

Planning agenda items for Standard IIB	Person (s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person (s) Responsible	Link (s) to planning documents
questionnaire to gather the same information from staff and faculty.						

Analysis for Standard IIB. Student Services: Planning Agendas:

The institution systematically assesses student services using student learning outcomes and objectives, and other appropriate measures to improve the effectiveness of these services. Funding for a new student information system (SIS) was approved in December 2006 to replace the old database system.

Currently, the department of student services continues to monitor and evaluate program objectives to determine if they are fulfilling student needs. Student evaluations will continue to be conducted on a semester basis and from these findings program modifications will be made accordingly.

The department and its individual offices are currently developing better tools for gathering statistical information from participants (students, faculty and staff) in order to improve the accuracy and reliability of data collected. The department of student services assures the quality of these services regardless of location or means of delivery, support learning and enhance achievement of mission of the institution.

Some student services staff and the vice president for student services continue to conduct training and shadowing by bringing several student services staff from state campuses to National campus for such training. At the same token, they have gone out to the state campuses to retrain student services staff. Some student services like the health insurance for students and more storage space have been put aside due to budgetary constraints.

The department of student services supports the college's mission in maintaining appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity through its recruitment efforts and emphasizing cultural diversity in its activities.

**Standard IIC. Library and Learning Support Services: Planning Agendas**

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- LRC program review;
- LRC monthly reports;
- LRC policies and procedures manual;
- Campus visit trip reports;
- Library website [www.comfsm.fm/library](http://www.comfsm.fm/library);
- State campus budgets;
- IMLS grant proposal;
- PIALA & PREL conference agendas & trip reports;
- COM-FSM survey data reports to ACRL & NCES;
- Letters to director of human resources;
- Library staff development day (2/23/07) agenda;
- Handouts from trainings; and
- Patron survey data.

Planning agenda items for Standard IIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p><b>IIC11</b> The college will complete the Chuuk and FSM-FMI library renovations and provide furnishing for more seating and shelving space.</p>	<p>- State campus directors - VPIA - Director of LRC</p>	<p>- Completed. - Chuuk has a brand new library and FSM-FMI has identified a room with shelving.</p>	<p>- Photos in Nov 06 trip report</p>			<p>- SPG 1, 3, and 9.</p>
<p><b>IIC12</b> State campus budgets will include a separate yearly allowance for learning resources needs that includes basic library supplies and collection resources by FY2006.</p>	<p>- State campus directors - VPIA - Director of LRC</p>	<p>- Reference budgets are given separate \$ amounts in state campus budgets.</p>	<p>- Approved budgets</p>	<p>- Ongoing</p>	<p>- State campus directors - VPIA - Director of LRC</p>	<p>- SPG 1 - Current FY budget</p>

<b>Planning agenda items for Standard IIC</b>	<b>Person(s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person(s) Responsible</b>	<b>Link(s) to planning documents</b>
<b>IIC13</b> The college should seek funding opportunities to fund activities leading to certification of library staff in library and information studies.	- VPIA - Director of LRC	- IMLS joint project sought but not funded.	- IMLS proposal			- SPG 5, and 7 - FY 08 Budget
<b>IIC14</b> The personnel department and appropriate committees will examine the idea of placing professional librarians on the faculty salary schedule.	- HRO - Director of LRC - VPIA - Personnel committee	- Requested and in progress	- Letters to director of HRO	- FY 07	- HRO - Director of LRC - VPIA - Personnel committee	- SPG 5
<b>IIC1A1</b> State campus budgets will regularly provide the library with a separate yearly allowance for purchasing resources.	- State campus directors - VPIA - Director of LRC	- Adequate reference materials budgets are given separate \$ amounts in state campus budgets.	Annual campus budgets	- Yearly	- State campus directors - VPIA - Director of LRC	- SPG 1 - Current year fiscal budget
<b>IIC1A2</b> State campuses will develop and use collection development policies, guidelines and strategies to provide materials and resources.	-Director of LRC -State campus librarians	- In process	- LRC policies and procedures manual	- September 2007	- Director of LRC - State campus librarians	- SPG 1, and 9
<b>IIC1A3</b> All libraries will conduct a yearly inventory and assessment of their collections with faculty assistance to deselect materials and identify collection weaknesses.	- National and state campus library staff	- Completed in 2006 for National campus	- Monthly report - LRC statistics	- July 2007	- National and state campus library staff	- SPG 9

Planning agenda items for Standard IIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>IIC1B1</b> The college will adopt the ACRL, "Information Literacy Competency Standards for Higher Education" standards competencies in information literacy for students of higher education.	- Library staff	- Adoption statement included in draft policies and procedures manual.	- LRC policies and procedures manual	- September 2007	- Library staff	- SPG 1
<b>IIC1B2</b> The college will use the ACRL <i>Characteristics of programs of information literacy that illustrate best practices</i> as a planning tool to design and develop a comprehensive program to teach and assess student learning outcomes for information standards.	- Library staff	- Utilized in the development process	- Information literacy program	- May 2007	- Library staff	- SPG 1, and 9
<b>IIC1B3</b> The LRC and MITC professional staff will design and produce teaching tutorials, media, and activities to complement or supplement student learning.	- LRC professional staff - MITC professional staff	- The MITC has not received requests to produce teaching tutorials. A request to produce teaching media for the Japanese language course received.		- Ongoing	- Director of LRC - LRC professional staff - MITC staff - Faculty	- SPG 1
<b>IIC1B4</b> The college library website will provide tutorials and tools to assist students in learning to use information resources more effectively and efficiently.	- Library and IT staff	- On-going	- Library website <a href="http://www.comfsm.fm/library">www.comfsm.fm/library</a>	- Ongoing	- Library and IT staff	- SPG 1

Planning agenda items for Standard IIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>IIC1B5</b> Library staff will receive training to better understand their roles in providing reference service and serving as “instructors” in teaching and assisting students to use information literacy skills.	- Director of LRC - VPIA	- On-going regularly scheduled staff development occurring during 2006 & 2007 IMLS, PIALA and PREL have provided staff development	- Handouts from trainings schedules/agendas. - PIALA conference documents	- Ongoing	- Director of LRC - staff development committee	- SPG 5
<b>IIC1c1</b> 1. Complete the online catalog retro-conversion and shift to a web-based electronic catalog by the spring 2004 semester.	- LRC technical services staff - IT	- National campus retro conversion 95% completed; web based catalog operational as of January, 2004	- WebOPAC <a href="http://www.comfsm.fm/library">www.comfsm.fm/library</a> - CRC conversion	- September 2007	- LRC technical services staff - IT	- SPG 1, and 9
<b>IIC1c2</b> Complete electronic records for all state campus library holdings and integrate them into the National campus catalog by the end of spring 2005 semester	- State campus library staff	- In process	- State campus Follett electronic data bases	- FY 08	- State campus library staff	- SPG 1, and 9
<b>IIC1c3</b> State campuses will review the need to provide additional hours of access on weekends and evenings and take steps to provide services.	- State campus directors Library staff	- Additional hours of access have been provided at some state campuses	- Part-time contracts for staff for additional hours at state campuses		- State campus directors Library staff	- SPG 1, and 9
<b>IIC1c4</b> The LRC and appropriate committees will explore options and take steps to provide cost effective and timely access to both current and the historic materials placed in the Micronesia Pacific Collection.	- Director of LRC - LRC staff - IT staff	- Some digitizing done; but not readily available; work in progress; server space; connectivity issues	- Library website <a href="http://www.comfsm.fm/library">www.comfsm.fm/library</a>	- Ongoing	- Director of LRC - LRC staff - IT staff	- SPG 1, and 8

<b>Planning agenda items for Standard IIC</b>	<b>Person(s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person(s) Responsible</b>	<b>Link(s) to planning documents</b>
<b>IIC1c5</b> The LRC will develop an electronic reference request service.	- LRC public services staff	- Not implemented. - Connectivity challenges; lack of staff		- Contingent on increase in bandwidth	- LRC public services staff	- SPG 1, and 8
<b>IIC1D1</b> 1. The LRC will supplement or replace the PEACESAT system with an internet based video teleconferencing system that has teleconferencing units conveniently located on each campus.	- IT - MITC staff	- The college has tested video conferencing utilizing Polycom IP video conferencing system via FSM Telecom. Current bandwidth limitation has greatly distorted signal.	- IT reports	- Contingent on increase in available bandwidth	- IT - MITC staff	- SPG 1, 4, 7, and 9.
<b>IIC1D2</b> State campus libraries will collaborate with the IT department to develop computer maintenance expertise at state campuses.	- State campus library - IT staff	- Implemented 2007				- SPG 1, 4, 7, and 9
<b>IIC1D3</b> The LRC will collaborate with the IT department to build redundancy into the automated library systems to prevent a major delay in service.	- IT staff	- Implemented				- SPG 1, 4, 7, and 9
<b>IIC1D4</b> The LRC will develop and implement policies and procedures to routinely back up and secure the 36,000 plus electronic cataloging records on site and in an offsite location	- LRC - IT staff	- Implemented	- LRC policies and procedures manual Weekly backup with a copy kept on site and offsite			- SPG 1, 4, 7, and 9

<b>Planning agenda items for Standard IIC</b>	<b>Person(s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person(s) Responsible</b>	<b>Link(s) to planning documents</b>
<b>IIC1D5</b> The college libraries will update library "Disaster and Recovery" plans and prepare disaster readiness kits.	- LRC staff	- Update completed Disaster readiness kit is under the stairs in the LRC	- LRC policies and procedures manual			- SPG 1, 4, 7, and 9
<b>IIC1E1</b> The director of the learning resources center and the director of Kosrae campus will conduct periodic reviews of the MOU between Kosrae campus and Kosrae state and make/recommend adjustments if needed.	- Director of LRC - VPIA - Kosrae Director of Education - Director, Kosrae campus	- Revised with recommendations in 05 and 06. To be redone in 07	- Kosrae MOU	- 2007	- Director of LRC - VPIA - Kosrae Director of Education - Kosrae campus director	- SPG 1
<b>IIC1E2</b> The LRC will conduct an assessment and evaluation of the electronic journals subscription to determine student and faculty satisfaction with the service and how well the resources meet student learning needs.	- Director of LRC	- Subscription suspended; service now provided by PREL who collects data				- SPG 3
<b>IIC1E3</b> The LRC will conduct a review of the policies and procedures for requesting interlibrary loans and make needed revisions to enhance services.	- Director of LRC - ILL staff	- In process. - Initial review was done Sept 2004	- LRC policies and procedures manual	- September 2007 and ongoing	- Director of LRC - ILL staff	- SPG 1, and 9
<b>IIC1E4</b> The LRC, MITC, and the technology advisory council will explore options for providing	- Director of LRC - MITC staff	- Exploration is on-going with various staff members participating in regional,	- IT reports	- FY 07	-Director of LRC - MITC staff	- SPG 1, and 9

Planning agenda items for Standard IIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
affordable and reliable telecommunication and video conferencing services.	- Technology advisory council	national and international conferences and workshops			-Technology advisory council	
<b>IIC21</b> Each state campus library will develop or update a strategic plan.	- State campus librarians	- Completed in FY '04; updates in process		- May 2007	- State campus librarians	- SPG 1, 4, 7, 8, and 9.
<b>IIC22</b> The college will develop an assessment and evaluation plan.	- Director of LRC - LRC staff	- In process program review prepared in 2005	- Program review	- May 2007	- Director of LRC - LRC staff	- SPG 1, 4, 7, 8, and 9.
<b>IIC23</b> The college will examine and identify peer group libraries to use as "points of comparison" for assessment and evaluation purposes.	- National and state campus library staff	- In process KCC; UOG; PCC participating in ACRL & NCES library surveys	- ACRL and NCES survey data submissions and reports	- Yearly	- National and state campus library staff	- SPG 9
<b>IIC24</b> All campus libraries will identify and collect a core set of library information statistics on services, collections, patron training, and assessment of student learning.	- National and state campus library staff	- Identified in 2004 campus wide meeting; on going	- Monthly reports	- Monthly	- National and state campus library staff	- SPG 1, and 9
<b>IIC25</b> The libraries will create and use "Focus Groups" of students and faculty to provide feedback and input on their experiences using information resources, materials, and services.	- National and state campus library staff	- Initiated but not followed up; to be done 2007		- Continuous by semester	- National and state campus library staff	- SPG 1, and 9
<b>IIC26</b> The libraries will develop user satisfaction surveys that can be	- Director of LRC and	- Initiated in 2005; little follow-up in 2006; in process for 2007		- March 2007 & continuous	- National and state	- SPG 1, and 9

Planning agenda items for Standard IIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
used at each campus to collect information to assess and evaluate services and student learning.	staff				campus library staff	

Analysis for Standard IIC. Library and Learning Support Services: Planning Agendas:

The COM-FSM libraries have in many instances met their goals and exceeded others. Budgets for learning resources needs and materials for each state library are now specified in the yearly budgets. This has enabled the libraries to exceed their goals in developing their collections responsive to faculty and student needs. A new reference librarian was hired in 2005 at the National campus library. After two years under an acting director of learning resources, a professional librarian was hired as the full-time director in May 2006 to complete the professional staff cohort at the National campus library. With the hiring of the director and the assistance of the professional librarians, system wide leadership and support for library services are being provided.

Site visits by National campus library staff have been made to state campus libraries in addition to technical assistance provided during an all-campus librarians meeting in September 2004. Temporary assignments of National campus staff to state campus sites resulted in training and capacity building between campuses.

Staff development continues to be ongoing with funding support from the college, Pacific Resources for Education and Learning (PREL), and Institute of Museum and Library Services (IMLS) for library staff to attend regional conferences such as the Pacific Islands Association of Libraries and Archives (PIALA) and the Pacific Library Training Institute.

Achievement of goals relating to revision of the policies and procedures manual are progressing. Collection development policies are being revised to reflect the requirements and the uniqueness of each COM-FSM campus library.

While exploration of options continues, technological advancements are hindered by the lack of bandwidth available to the COM-FSM campuses. All campus libraries use the Follett library system and continue to regularly create electronic records for their holdings. A union catalog of the holdings of all COM-FSM libraries will function more effectively with wider bandwidth.

Development of a formal information literacy program is progressing slowly as is the assessment and program review. Patron surveys have not been done as frequently as intended. In 2005, the acting director of LRC and staff completed a program review for the National campus LRC. With the hiring of the new director, more focused efforts are planned to advance the development of the information literacy program, assessment of outcomes, and program reviews.

### Standard IIIA Human Resources: Planning Agenda

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Revised sections of the personnel policy and procedures manual;
- Relevant meeting minutes of personnel & staff development committees;
- Policy development plan;
- Relevant memo from HR and president;
- Strategic plan & institutional priorities;
- Quarterly reports;
- Governance policy;
- Plan for organizational structure survey and evaluation;
- Staff development 2006 and 2007 program;
- Relevant board's directives and minutes; and
- Relevant meeting minutes from president's cabinet.

Planning agenda items for Standard IIIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>III A1A</b> No planning agenda	-Personnel committee; -Adhoc selection committees; -HRO; VPs; president	-Personnel policy and procedure manual reflecting the change of minimum qualifications for instructors in all areas except vocational education Board directives 12/06	-Memo from HR dated May 22,2006 advising on part-time instructors minimum qualifications -Board's September 2005 directive and minutes -memo from president	-Revise minimum qualifications for vocational areas to be completed by May 2007	- VPIA's office, curriculum & personnel committee	-Strategic planning -Institutional priorities -Personnel policy and procedure manual - SPG 5
<b>III A1B</b> Supervisors will encourage employees to actively participate on the college standing committees	-President -VPs -Supervisors -Committee	-Governance policy requires active participation of all employees on standing committees and subcommittees	-Board meeting minutes 12/06 -Campus directors meeting 12/06	On-going	- President - VPs Supervisors Committee	- Strategic Plan - President - Committee

Planning agenda items for Standard IIIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
	chairs	and was approved by Board in 12/06	-Cabinet meeting minutes fall 2006 -VPA mgt team meeting minutes fall 2006		Chairs	assignments memoranda - Governance policy
<b>III A1C</b> A new faculty evaluation instrument will be approved by spring 2004 to include student learning outcomes.	-Personnel committee; curriculum committee & HRO	- Implemented -July 30, 2004	-Board's directive -Cabinet's approval - Implementation memo from HRO and president			-Personnel policy & procedure manual -SPG 5 -Annual strategic plan
<b>III A1D</b> Personnel committee will finalize the code of ethics draft and route it through the system for review and adoption.	-Personnel committee -HRO	-Implemented -June 21, 2005	-Personnel committee minutes -Cabinet's endorsement -Board's approval -Implementation memo from HR and president			-Personnel policy & procedure manual -SPG 1, 5 -Annual strategic plan
<b>III A2</b> 1. The HRO will do a formal comparison of pay scales at area institutions by spring 2004  2. Campus directors will review employment applications in a timely manner	-HRO -Campus directors	1. salary survey completed in August 2004 and presented to the planning council in May 2005 and presented at the February 2006 staff development day  2. Application packages are scanned and emailed to state campuses -HRO added info to package and	-Board minutes of fall 2005 -Cabinet's minutes of fall 2005 - Results of a salary survey in October 2006  -Revised policy on employment			-Integrated planning and budgeting. -Board minutes of fall 2005 -Cabinet's minutes of fall 2005 -SPG 5 and

Planning agenda items for Standard IIIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
		online screening info to help screening committees -revised hiring policies – with timelines	approved 12/06 and implemented 1/07			strategic plan -Board’s directive of 12/06
<b>IIIA3</b> No planning agenda	-Personnel committee -HRO	-Personnel committee continuous to review polices and make recommendations for revisions -Three policy revisions during 2006 -Board approved 1 policy revision during 2005	-2006 accreditation relevant activities -Personnel committee FY 2006 -2007 policy development plan -Board’s 2005 directives			-SPG 5 -Annual strategic plan
<b>IIIA3A</b> No planning agenda	-President -HRO -Personnel committee -VPs -All supervisors	-State campuses are represented in both personnel and staff development committees -Policies under development are shared and emailed college-wide for comments -Approved policies are communicated to every full time employee	-Committee assignment listing -E-mails to group listings -Copy new policy per personal upon approval			-SPG 5 -Annual strategic plan
<b>IIIA3B</b> No planning agenda	-HRO	-Policy provisions continue to be satisfactory and in compliance				
<b>IIIA4A</b> No planning agenda	-Staff development committee -HRO	-Staff development program annual activities -Strategic goal #8 specifically addresses development of programs and services for diversity and equity	-Annual staff development activities -Number of faculty completed degree programs on staff			-SPG 5 -annual strategic plan

Planning agenda items for Standard IIIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
			development program.			
<b>III A4B</b> No planning agenda	-HRO -IRPO -Planning council - Pinance committee	-HR keeps records and evaluates employment activities per FY to support decision making -Indicators directly linked to the college's mission were included in strategic plan to report on equity and diversity	-2005 employment activity - 2006 employment activity - 2007 employment activity -Monthly and quarterly reports			-Annual and quarterly reporting -SPG 5 -Annual strategic plan
<b>III A4C</b> No planning agenda	-Board of Regents -President -All supervisors -Standing committees: personnel committee, student conduct board, ad hoc grievance committee	-On-going	-Code of ethics was approved and implemented in 2005 -Memo from HRO and president -personnel policy and procedure manual			-Memo from HR and President -Personnel Policy manual
<b>III A5</b> No Planning agenda	-Staff development committee -HRO -Supervisors	-Staff development program annual activities	-Annual staff development activities -Number of faculty completed degree programs on staff			-Annual & quarterly reports -SPG 5 -Annual strategic plan

Planning agenda items for Standard IIIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
			development program -Data base completed in December 2006 and is in used			
<b>IIIA5A</b> No planning agenda	-Staff development committee -HRO -Supervisors	-Staff development program annual activities  -Plan to review its two polices and make recommendations	-Annual incentive awards -Annual staff development activities -Number of faculty completed degree programs on staff development program -Trainings and conferences supported by office and division			-Annual & quarterly reports -SPG 5 -Annual strategic plan
<b>IIIA5B</b> No planning agenda	-Staff development committee -HRO -Supervisors -Participants	-HRO is contracting for a data base system for tracking of staff development program and its return investments - Evaluation of staff development program will be part of the institutional assessment plan	-Completed & implemented data base in December 2006 -Staff development committee meeting minutes fall 2006 -Staff development spring 2007 minutes -Inclusion of VPs to			-Annual & quarterly reports -Staff development 2007 minutes -SPG 5 -Annual strategic plan

Planning agenda items for Standard IIIA	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
			lead in their departments for staff development day 2007			
<b>IIIA6</b> No planning agenda	-HRO& -Planning council, -VPs supervisors	-Evaluation of personnel will be part of the institutional assessment plan	-Evaluation of new organizational structure –in the area of student services and instructional -Align the focus of staff development day 2007 to meet institutional current needs and priorities			-Institutional priorities -SDD 2007 -presidential retreat 2007 -SPG 5 -Annual strategic plan -College-wide surveys -Focus groups discussion

#### Analysis for Standard IIIA Human Resources: Planning Agenda

There are numerous areas where gradual improvements were made as described in the grid above which is indicative of continuous plans and collaborative effort from many committees and college personnel. Though there was no planning agenda provided for some of the sections in this area in the self study in 2004, the college through committees made plans for the following years. The college continuously reviews its existing polices and recommends changes to reflect the needs of personnel and the college’s direction of being a student centered institution. This is further demonstrated in the implementation of other strategic goals that are directed at improvement in all areas of the college. The college also advocates and demonstrates its commitment to equal treatment of its employees and students alike by maintaining fairness and consistency in its applications and development of relevant polices such as the code of ethics and grievance policies. Through human resources office (HRO), the college has designed and implemented two data analysis programs for professional development programs and hiring activities. These initiatives are reflections of the college’s commitment to self analysis and improvement. Additionally, the college ensures, under the direction of the four vice presidents and the new organizational structure, work assignments are clearly defined and monitored. By the availability of scanners and Ariel system at the campuses, application packages and other documents are transmitted faster and directly to addressees.

However, still to be improved is implementation of the planning agenda regarding training. The college recognizes the value of training employees to understand policies to ensure compliance and improve efficiency of services. The personnel committee, staff development committee and others involved in this process will provide onsite training as part of implementing the policies that are approved by the board in the future. This is recognized and reflected in recent discussions and planning in both committees. They will be further addressed in the plans for the director of HR to continue visits to the other campuses at least once a year.

**Standard IIIB. Physical Resources: Planning Agendas**

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Facilities needs survey form and responses to the survey;
- Purchase order for LRC wheel chair lift;
- EPIC resolution - financial support for COM-FSM infrastructure;
- Communication between COM-FSM and the PMU and FSM TC&I;
- Pre-designs for state campus infrastructure projects;
- Pohnpei campus student center construction contract;
- Communication between director of maintenance and the UOG engineer;
- Chuuk campus dedication ceremony program and pictures;
- Chuuk Governor’s executive order establishing site transfer task force;
- List of 2007 Maintenance objectives and updates;
- Janitorial services contract (Advance Services/NIHCO);
- Enrollment management standards; and
- Vehicle policy; vehicle request form; and vehicle log sheet.

Planning agenda items for Standard IIIB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p><b>IIIB1</b> No planning agenda item</p>	<p>-Board of regents -President -Finance committee -Planning council</p>	<p>\$3.68 Million has been approved for Yap, Kosrae and Pohnpei campuses, facilities. Pre-design process is in progress for all projects.</p> <p>Initial stages of development of</p>	<p>-Board approved CIP budget; -PMU documents</p> <p>- Trip reports</p>	<p>-Yap campus classrooms and student center – 2008; -Kosrae campus vocational center and classrooms – 2009; -Pohnpei campus LRC - 2009.</p> <p>September</p>	<p>-President -VPA -Director of maintenance -Planning council - IRPO - Finance committee - Campus directors</p>	<p>-Strategic plan -CIP budgets</p> <p>- Strategic</p>

Planning agenda items for Standard IIIB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
		physical master plan; director of maintenance visited UOG for assistance; Board approved funding for master plan; maintenance staff have made master plan inventory visits to state campuses	- Board minutes and directives	2008.		plan - Institutional priorities
<b><u>National Campus:</u></b> Continue to follow college facility and maintenance procedures and policies. The parking lot issue should be resolved during fall 2003.	-Board of Regents -President -Maintenance division -Facilities committee -Finance committee	2 <sup>nd</sup> parking lot completed behind new faculty building.  Maintenance activities are ongoing. Renovations and major repairs progressing.	- Project documents - Visual inspection  - Work orders - Monthly reports.	Ongoing	- Maintenance office	Facilities and Maintenance policy and procedure manual
<b><u>Chuuk Campus:</u></b> Current Chuuk campus maintenance staff should continue to follow the procedures for base level maintenance as set forth by the college's director of maintenance.	- All the above - Chuuk Campus director - Chuuk campus maintenance supervisor	Completed 9 new classrooms, LRC, student services building, student center, faculty office, toilet facilities and a power house. National campus maintenance staff continue to assist build capacity of Chuuk campus staff.	- Site visit - Dedication ceremony program and pictures - Contract documents -Internal memos -Maintenance staff trip reports			
Prioritize ongoing planning for the move to a new Chuuk campus facility.	-Chuuk Governor -Board of regents -President	Planning is ongoing. Chuuk governor established task force on November 11, 2006, to secure the permanent site. COM-FSM president met governor and	-Chuuk governor's executive order establishing task force -Letters between COM-FSM and	Actual move anticipated beyond 2009.	-Board of regents -President -VPA -Maintenance	-Strategic plan -Institutional priorities FY'08

Planning agenda items for Standard IIIB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
	-Maintenance division -Chuuk campus director	Chuuk leadership on this matter in January 2007. Assurance from Chuuk governor on turn over date of Summer 2007.	Chuuk leadership -Internal memos		division -Chuuk campus director	
<b><u>Kosrae Campus:</u></b> Upgrade and construct facilities to meet enrollment and program requirements.	-Board of regents -President -Maintenance division -Facilities committee -Finance committee -Campus director -Campus maintenance supervisor	Pre-design documents for vocational center and student center have been completed.  SBDC building which houses some vocational classrooms is near completion.	-Copies of pre-design documents -Communications with FSM TC&I  -Contract modification and campus report	VocEd/Student Center - 2010	- President - VPA, - Director of maintenance - Campus director	-Strategic plan -CIP budgets - Institutional priorities FY 08
<b><u>Pohnpei Campus:</u></b> Upgrade and construct facilities to meet enrolment and program requirements.	Same as above	Pre-design documents for Pohnpei Campus LRC submitted to PMU for review  Classroom renovations completed  New student center construction	-Copies of pre-design documents -Communications with FSM TC&I  -Site visit -Contract documents -Internal memos  -Construction	LRC – 2010  Summer 2008	-President-VPA -Director of maintenance -Campus director	-Strategic plan -CIP budgets - Institutional priorities FY 08

Planning agenda items for Standard IIIB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
		at bid-awarding stage	contract - E-mail and memo communications		-Director of maintenance -Campus director -Campus maintenance	-Strategic plan -Institutional priorities FY 08
<b><u>Yap Campus:</u></b> Upgrade and construct facilities to meet enrolment and program requirements.	Same as above	Pre-design documents for Yap campus science lab, student center and classrooms were submitted to the PMU and FSM-TC&I for review	-Copies of pre-design documents -Communications with FSM TC&I and the PMU	Lab/student center/classrooms – Summer 2009.	-President -VPA, -Director of maintenance -Campus director	-Strategic plan - CIP budgets -Institutional priorities FY 08
<b><u>Fisheries and Maritime Institute:</u></b> No planning agenda.	- Director of maintenance -FSM-FMI director -FSM-FMI maintenance staff	Ongoing maintenance of current facilities.	FSM-FMI annual budget			
<b>IIIB1A</b> The college should continue to utilize the protocol and procedures for needs assessment, planning, prioritizing of infrastructure and major equipment acquisitions.	-Board of regents -President -VPA -Maintenance division -IRPO -Planning council -Facilities committee	Facilities and major equipment acquisition is based on institutional priorities. Director/staff of maintenance get input from various departments, committees, and campuses.  Developed enrollment management standards that include facilities standards such as # of toilets, # of water	-Recommendation made in Dec. 2006 for use of positive fund balance - Facilities needs survey forms -Copy of enrollment management standards - Vehicle policy (12/06)	Ongoing	-VPA -Director of maintenance -Campus directors -Campus maintenance staff	-Enrollment management standards - strategic plan -facilities policies & procedures manual

Planning agenda items for Standard IIIB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
	-Finance committee -Campus directors -Campus maintenance supervisors	fountains, etc.  Revised vehicle policy to ensure cost effective vehicle utilization	-Vehicle maintenance procedures -New vehicle request form -New vehicle log sheet			
<b>IIIB1B</b> 1. An elevator will be installed at the Learning Resource Center by Spring 2005.	-BOR - President -VPIA - Planning council - Finance committee, -Director of maintenance, - Director of LRC	A wheel chair lift purchase order has been approved and sent to supplier  Detailed review of design and unit is in process	-Copy of purchase order and design drawings	June 2007	-VPA -VPIA -Director of LRC -Maintenance office.	-SPG 8 (Championin g diversity)
<b>IIIB2</b> 1. The president's cabinet will formalize a protocol and set a schedule for annual physical resource audit plans for each campus by Fall 2004.	- President's cabinet - Maintenance office - Campus directors	Process initiated by Maintenance Division in 2006  Director of maintenance/staff performing a facilities inventory for all campuses in Feb.2007	-Memos from director of maintenance to VPA – Feb 2007 (college-wide facilities inventory); -Maintenance staff trip reports to state campuses	Formalization of process to take place by March 2007	-President's Cabinet -VPA -Maintenance office -Campus directors	-Strategic plan -Facilities policies & procedures manual
<b>IIIB2A</b> To mitigate the problem of funding cuts, a "Total Cost of Ownership / Order of Priority Worksheet" should be considered for	-President -BOR -Director of maintenance	-Developed list of projected facilities needs for next 20 years and presented to EPIC principals and FSM national government	-Copy of EPIC resolution of March 2005 emphasizing financial support for	September 2008	-BOR, -President -VPs -Planning	-Strategic plan -Institutional priorities

Planning agenda items for Standard IIIB	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
development and this document submitted to Congress.		budget office.  Pre-planning process to develop physical master plan.	facilities needs of the college		council -Maintenance office -Campus directors	-CIP budgets
<b>IIIB2B</b> An annual system wide physical resource audit and needs assessment will be conducted at each campus and the data from these audits be used as evidence for future planning, budgeting, and subsequent improvement.	-Director of maintenance -Campus directors - Planning council -Facilities committee - Director of IRPO	-Facilities inventory initiated in Feb. 2007. -Effective use of resources <u>still needs</u> to be assessed more systematically in order to generate useful data for future planning and improvement  Pre-planning process to develop Physical Master Plan.  Developed enrollment management standards that include facilities standards as part of institutional planning.  March 2007 institutional planning retreat will focus on strategic direction in light of the physical resources available to the college	-Facilities inventory results (work in progress)  -List of 2007 maintenance objectives and tasks; more needs to be done  Planning council agendas and minutes  -Enrollment management standards -Annual maintenance budgets	Every spring  Ongoing	-VPA -IRPO, -Maintenance division -Campus directors -Campus maintenance staff	SPG 3 and 9

Analysis for Standard IIIB. Physical Resources: Planning Agendas:

**Infrastructure development projects (IDP)**

While the college still faces major challenges in its attempt to provide safe and sufficient physical resources to support and assure the integrity and quality of its programs and services, it is sparing no effort to overcome these challenges. The college relies mainly on appropriations from the national government (part of the Compact grants) to build the necessary infrastructure. State campuses have been the main focus of infrastructure

development in order to bring campus facilities to the same standards as the National campus. Due to complications between the FSM government and the U.S. Department of Interior (DOI), the total sum of \$3,680,000 appropriated for Yap, Kosrae, Chuuk, and Pohnpei campus infrastructure has not been released. The college has accomplished and submitted all pre-designs for the construction projects and is waiting for the projects to be certified by the Project Management Unit (PMU) and the FSM Department of Transportation, Communication and Infrastructure (TC&I). There have been numerous communications between the college and the PMU and the FSM TC&I regarding the IDP projects.

### **Chuuk campus**

Construction projects for Chuuk campus using IDP funds is still on hold pending securing of the permanent site at Chuuk High School. One of the DOI requirements for use of Compact grants is that there must be clear title to the land. Therefore, funds that had been earmarked for Chuuk campus facilities were diverted to other state campuses. However, given the conditions at Chuuk campus in 2004 and given the accreditation recommendation to “immediately provide an adequate facility for student learning at the Chuuk site”, a decision was made to “teach out” and scale down enrollment from over 600 students to only 250 students in order to allow major renovations to take place.

The construction of new buildings at the current site was completed in August 2006 and a scale up to increase enrollment back to the original 620 students commenced. The six buildings that were completed include:

- Building 1 which houses offices for faculty, instructional and student services coordinators, financial aid, admissions and records office, conference room, and information technology shop;
- Building 2 which houses four (4) classrooms and restroom facilities;
- Building 3 which houses five (5) classrooms and an audio visual room;
- Building 4 which houses two (2) computer labs;
- Building 5 which houses the learning resources center; and
- Building 6 which houses student services – counselor’s offices, nursing station, and student body association office.

Additional structures including the bookstore and additional toilet facilities have also been completed. All buildings are connected to the Chuuk power system and to the college’s backup generator. The backup generator provides electricity to the facilities at the current site when island power goes out. A new 25 KV generator was also installed in December 2006 to provide back up power for the vocational education building in order to reduce the load on the main back up generator. During the same Christmas break, three 1500-gallon tanks were installed to help supplement water supply for toilet facilities on the campus. Two new bathrooms (in building 2 and the new student service building) were also added for student use. Other Chuuk campus improvements include the securing of a lot across the road for parking. Final details of a lease agreement that will provide the much needed parking space for the campus are expected to be accomplished by the college and owners of one of the empty lots by March 2007. The contract for construction of the new fence for the campus has been awarded and the fence will be completed by early April 2007.

### **New site for Chuuk campus**

The college has made great strides in the effort to secure a permanent site. The Chuuk state government offered the Chuuk High School site as the future permanent site for Chuuk campus. However, there are legal land issues related to the new site and logistical issues related to transitioning of

students to another site that still need to be resolved. The college's legal counsel has already obtained certificates of title for the two parcels that will be involved in the transfer. One parcel is owned by the Chuuk state government and the other by the FSM national government. The legal counsel has reviewed the proposed land transfer documents and recommended that the college pursue a full transfer of ownership to COM-FSM of both parcels of land. The Chuuk state governor has established a task force to ensure the full transfer of the site to COM-FSM.

The board of regents directed the administration to secure the transfer of Chuuk high school site by 2008. Although the college expects to have secured the transfer of the site, there is a possibility that the site might not be fully available for use by the college in 2008. The transitioning of the Chuuk high school operations out of the site is out of the college's control and may cause a delay. Chuuk state government is preparing for the construction of the new high school at the current "Anderson Field and Iras Elementary School" area. However, Iras Elementary School has to be relocated first. Although a site has already been identified to relocate the elementary school, given the time needed to construct the new elementary school followed by the new high school, it is unlikely that COM-FSM can move into the current high school site before 2010.

### **Physical master plan and facilities inventory**

The board of regents has to date approved \$70,000 for the preparation of the college's physical master plan. The master plan has been discussed in the planning council meetings and will be a major point of discussion in the strategic planning retreat scheduled for March 19-23, 2007.

The director of maintenance visited University of Guam in September 2006 and met with Chief Plant & Facilities Officer Sonny P. Perez, a professional engineer, to collect information regarding development of a master plan. A copy of the University of Guam master plan was provided for the college's use as reference. Mr. Perez indicated his willingness to assist the college in its efforts to develop its master plan, and he is expected to attend the March 2007 planning retreat to provide technical input.

In fall 2006, the vice president for administration's office and the maintenance division initiated a facilities needs survey across all campuses. In early February 2007, the director of maintenance and his staff visited the Yap, FSM-FMI, Chuuk, and Kosrae campuses to initiate a facilities inventory and perform facilities maintenance inspections. Information collected will be used to set a baseline for facilities budgeting and for assessing maintenance activities at each campus to ensure that the college's facilities at all locations meet access, safety, security, and health standards. The information will also be vital in the upcoming retreat, particularly in discussions on the development of the master plan. The facilities inventory will become an annual activity.

### **Security**

The safety and security function at the National campus falls under the division of maintenance. The function falls directly under campus directors at the state campuses. Until the hiring of a fulltime safety and security supervisor at the National campus, the function was carried out entirely by special contract employees. This created a lack of continuity in delivery of services as one group trained this month could find another contract elsewhere and leave the next month. For the safety and security of the college community and of the college's facilities, security officers need to be well trained and equipped to handle all procedures related to their function. In the FY 2008 budget, additional security officers have been converted to fulltime status.

### **Ongoing facilities maintenance**

While the National campus maintenance division is the central office for facilities management, each campus has its own maintenance office and staff. State campus staffs carry out day-to-day facilities maintenance needs such as minor structural, AC, vehicle, and other equipment repair, electrical problems, grounds upkeep, etc. The National campus maintenance division periodically sends specialist staff to work with the state campus maintenance staff to build their capacity and to resolve major facilities problems and issues. The national office was instrumental in the renovation of the Chuuk campus as the project manager set up camp there for six months and as the director made frequent trips to Chuuk.

At the National campus, the maintenance division prepares and maintains a project and task database. For FY 2007, the main tasks include installation of the LRC elevator (wheel chair lift), installation of typhoon shutters on LRC windows, fixing of dormitory shower valves, painting of buildings, installation of water fountains across campus, and work on the Chuuk and Yap campus sites, among many others. The tasks are all aimed at “creating an adequate environment for learning and teaching” (strategic plan goal3) and at ensuring equity among the various campuses of the college.

### **Vehicles and equipment**

A revised vehicle policy was approved by the board of regents in December 2006. The revised policy reflects the new organizational structure whereby the maintenance function now falls under the office of the vice president for administration instead of student services. The policy also seeks to improve custodianship of college vehicles by setting clear guidelines for the acquisition, use, maintenance, and disposal of the vehicles. The policy sets guidelines on issues such as the purpose for which the vehicles can be used, who can drive college vehicles, and incidents that could cause driving privileges to be suspended or permanently revoked. Other areas covered by the policy include vehicle identification (college seal), record keeping, and insurance.

### **Plans**

1. Landscaping of current Chuuk campus grounds, including fixing the driveway;
2. Developing a more systematic resource use assessment tool in order to generate data useful for future planning and improvement;
3. Developing facilities in accordance to enrollment management standards at all campuses;
4. Prioritizing appropriate facilities maintenance projects and allocating appropriate financial and human resources;
5. Securing Infrastructure Maintenance Funds (IMF) to maintain finished IDP projects;
6. Hiring a qualified electrical journeyman and maintenance supervisor for Chuuk campus;
7. Sufficiently staffing state campus maintenance offices in order to maintain new and current buildings;
8. Hiring five safety and security officers at National campus on full time basis and at least one at each state campus;
9. Changing the name of the maintenance division to “facilities management & security” to more accurately reflect the division’s scope; and
10. Securing the Chuuk campus permanent site by end of 2008.

### Standard IIIC. Technology Resources: Planning Agendas

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Governance policy;
- TAC terms of reference;
- Strategic plan; and
- Technology plan.

Planning agenda items for Standard IIIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p><b>IIIC1</b></p> <p>1. TAC will meet at least twice each semester; meeting to coincide with times when state campus TAC reps are on Pohnpei.</p> <p>2. IT department will research the purchase of a generator to provide back up for the National campus server when power fails.</p> <p>3. Continue negotiations with FSM Telecom to improve internet connection speed so as to improve communication between state and local campuses, have video conferencing capability, and deliver distance education via computer.</p>	<p>-TAC Chair -Director of IT -Director of maintenance</p>	<p>1. TAC has no regular meeting schedule. Meetings on urgent issues are held at National campus with voting via e-mail. State campus rep. visits are not always known in advance.</p> <p>2. Technology fee funds were used to purchase two generators for the campuses deemed most in need of such a solution.</p> <p>3. a) Negotiations with FSM Telecom continue. Current bandwidth levels are a reflection of those negotiations. Video conferencing test proved successful but cannot be implemented at current bandwidth levels. Delivery of DE via computer is more viable.</p>	<p>-TAC meeting minutes</p> <p>-Expenditure reports -Receipts for purchase and Current Operation of Generators</p> <p>-Increases in bandwidth -Minutes of meetings with FSM Telecom -TAC minutes -DE courses actually delivered via computer (course syllabi). -New lease line</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>TAC Chair/Director of IT</p> <p>TAC committee Director of maintenance</p> <p>Same as above</p>	<p>Governance Policy</p> <p>Committee Terms of Reference</p>

Planning agenda items for Standard IIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
4. TAC membership will be reviewed with a view to better representation		<p>b) Current plans are to work with our sole ISP to provide an improved bandwidth solution to improve communication capabilities.</p> <p>4. TAC membership is determined by the administration with advice from the director of IT; senate, campus directors and division chairs.</p>	<p>contract with FSMTC (pending)</p> <p>President's appointment memos of TAC members; e-mail requests for Senate, Campus Director, and Division Chair nominations of TAC members</p>	April 30, 2007	VPA, Director of IT	SPG 3, 4, and 9.
<p><b>IIC1A</b></p> <p>1. The director of information technology department and vice president for instructional affairs will ensure that technology planning is integrated into the college's strategic plan.</p>	<p>-Director of IT</p> <p>-VPIA</p> <p>- Director of IRPO</p> <p>-Planning Council</p>	<p>Developed enrollment management standards that include technology standards as part of institutional planning.</p> <p>March 2007 Institutional Planning retreat will focus on strategic direction in light of the current and future technology resources available to the college</p> <p>[-IT responsibility shifted from VPIA to VPA]</p> <p>SIS project in Progress, Open Source Software in operation, Website Modifications continue</p>	<p>Enrollment management standards; annual technology budgets</p> <p>New organization structure (2005)</p> <p>Available and functional computers, networks, communications services</p>	<p>Ongoing</p> <p>March 2007</p>	<p>-VPA</p> <p>- Director of IT</p> <p>-Planning Council</p> <p>-IRPO</p> <p>All COM-FSM Stakeholders</p>	<p>Strategic plan; institutional priorities</p> <p>SPG 3, 4, and 9</p>

<b>Planning agenda items for Standard IIC</b>	<b>Person(s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person(s) Responsible</b>	<b>Link(s) to planning documents</b>
<p><b>IIC1B</b></p> <p>1. TAC and the staff development committee will continue to evaluate training needs and provide training throughout the year.</p> <p>2. The chair of the staff development committee will maintain a complete listing of training opportunities.</p>	<p>- Director of IT</p> <p>-Staff development committee</p>	<p>MORE training sessions need to be scheduled and delivered.</p> <p>New SIS includes a training component</p> <p>Training opportunities have been listed in the SDC's quarterly and annual reports</p>	<p>Training materials and schedules; training ads; internal memos</p> <p>SDC reports</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>- Director of IT</p> <p>-Staff development committee</p> <p>-All Supervisors</p>	<p>-Strategic plan</p> <p>-Staff Development plan</p> <p>-Technology plan</p> <p>- Governance policy</p>
<p><b>IIC1C</b></p> <p>Refer to planning agenda item <b>IIC1A</b></p>	<p>Refer to planning agenda item <b>IIC1A</b></p>	<p>Refer to planning agenda item <b>IIC1A</b></p>	<p>Refer to planning agenda item <b>IIC1A</b></p>	<p>Refer to planning agenda item <b>IIC1A</b></p>	<p>Refer to planning agenda item <b>IIC1A</b></p>	<p>Refer to planning agenda item <b>IIC1A</b></p>
<p><b>IIC1D</b></p> <p>1. The college will secure funding for technology resources for Chuuk campus.</p>	<p>Same as above, refer to section IIC1d.</p>	<p>Funding was secured and new or upgraded technology resources for Chuuk campus were acquired.</p>	<p>Site visit; procurement documents; internal memos</p> <p>Existing functional network systems and services in place.</p>			<p>Strategic Plan; institutional priorities</p> <p>Governance policy</p>
<p><b>IIC2</b></p> <p>1. Chuuk campus should receive priority in acquisition of technological resources when suitable premises are obtained.</p>	<p>-Finance Committee</p> <p>-Planning Council</p> <p>- Director of IT</p>	<p>The new Chuuk Campus facility at the current site is equipped with computers and other technology resources for students and staff.</p>	<p>-Site visit</p> <p>-procurement documents</p> <p>-internal memos</p> <p>-current improved status of Chuuk</p>	<p>Bandwidth Increase - April 30, 2007</p>	<p>-VPA</p> <p>- Director of IT</p>	<p>SPG 3, 4 and 9.</p>

Planning agenda items for Standard IIIC	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
		Bandwidth problems (system wide) are limiting internet access and communication  March 2007 president's retreat will focus on strategic direction in light of the current and future technology resources available to the college	campus facilities and services.			

Analysis for Standard IIIC. Technology Resources: Planning Agendas:

The College of Micronesia – FSM mission statement, goals, and plans continue to be central to the college's decision making efforts.

A new technology plan was approved by the board of regents in May 2005. COM-FSM leadership and information technology division have begun implementing the new technology plan. One of the larger projects in the plan is the development of an 'integrated intranet accessible student information management system' (SIS). Equipment and software to accommodate this type of database is in place at the National campus. The software development phase of this project will take time to develop; a developer is on contract and development has commenced. This system is an open source L.A.M.P. system, which consist of a MySQL backend for database storage and an Apache / Php front end for user interface. As much as possible, the existing student database will be incorporated into the new design.

Switch equipment has been purchased and was installed in early January 2006 to address issues mentioned in the technology plan, namely enhancing networks capabilities and support for future protocols. Network speeds on campuses will have greater speed and improved security. Limited voice-over-IP capabilities are currently in place and being further developed to allow for more telephones in all campuses to be receive calls using the network WAN connection and further enhancing inter campus communication capabilities. QoS capabilities are actively being explored in collaboration with COM-FSM's sole ISP along with changes in connection methods to continue to address and improve bandwidth situations for all COM-FSM campuses.

Website review and update efforts are ongoing. Some aspects of the new design are dependent on first completing most aspects of the SIS project.

**Standard IIID. Financial Resources: Planning Agendas**

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Audit reports (FY 2004, 2005);
- Institutional priorities FY 2008;
- Email transmittal of institutional priorities;
- Budget guidelines – 2007, 2008;
- Strategic plan 2006-2011;
- Indirect cost agreement with DHHS;
- Financial consultant documentation;
- DCR job description;
- Quarterly investment reports – Endowment;
- Trip reports for TRIO travel – (for financial regulations updates);
- BOR minutes on tuition increase approval;
- Finance committee minutes on tuition increase approval;
- U.S. DOE, federal student aid approved “program participation agreement”;
- Cash analysis showing cash position (no need to pursue line of credit);
- Smith Barney communication regarding cash management (+ FC minutes);
- SEG award notification(s);
- Sponsored programs workshop recommendations (Aug.2006) – grant writing;
- Agenda for planning retreat; and
- Institutional assessment plan – work in progress.

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>IIID1A</b> 1. The college should fill the director of research and planning position in order to provide a crucial link between financial planning and overall planning.	-Board of Regents -Planning Council -Finance Committee -President, -VPs	The Board of Regents approved the strategic plan 2006 to 2011 linking financial planning to the mission and goals. 1. Director of IRPO position was filled in Feb. 2004 and vacated in Oct. 2005. A new director of IRPO was hired in Jan. 2006.	- Strategic Plan 2006 to 2011 - Audit reports for FY 2004 and 2005 - Indirect cost agreement with DHHS	Ongoing	-Planning Council -Finance Committee -President -VPs -Director of IRPO -Director of IT	- Budget guidelines - Minutes of Board meetings and directives - Minutes of

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p>2. Tele- or video-conferencing should be used as much as possible to ensure that remote state campus directors participate adequately in financial planning as well as in overall institutional planning.</p>	<p>-Director of IRPO -Director of IT</p>	<p>2. Tele-conference and VOIP attempts were made but limited bandwidth and lack of protocols affect participation. The BOR has approved a communications policy with recommended pathways and work begun in Sept. 2006.</p>	<p>-Minutes of meetings indicating attendance via teleconference and VOIP</p>			<p>Cabinet, Planning Council and other committees' meetings - Documents for the use of fund balance -President updates, inter-office emails and memoranda</p>
<p><b>IIID1B</b> 1. A cost analysis of all current programs should be carried out to eliminate programs/activities that are not cost effective.  2. Increased dialogue with government and other stakeholders regarding the College's program offerings and their cost/benefit analysis.  3. Identify/exploit alternative sources of revenue.</p>	<p>-Board of Regents -Planning Council -Finance Committee -President, -VPs -Director of IRPO -Campus Directors</p>	<p>1 &amp; 2. The institutional assessment/evaluation plan development is ongoing. Cost analysis is one of the aspects of the plan (has always been part of program health indicators). However, cost has to be weighed against the needs of the college and its mission vis-à-vis the nation of FSM. The March 2007 President's Planning Retreat and the planned annual retreats thereafter will serve to increase dialogue with all stakeholders.  3. The sponsored programs workshop recommended a</p>	<p>1 &amp; 2 -Program health indicators -Institutional Assessment Plan (work in progress) -President's Planning Retreat agenda  3. Sponsored Programs Workshop Recommendations</p>	<p>Ongoing</p>	<p>- Director of IRPO - Campus Directors - Board of Regents -President -VPs -Planning, Finance, Fundraising Committee - Director of DCR</p>	<p>-Program health indicators -Institutional Assessment Plan -Planning Retreat agenda -FSM SDP -FSM Priorities -SPG 6 -Endowment Investment policy -Strategic plan</p>

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
4. New tuition policy with graduated tuition increases.		<p>broadening of grant seeking (other government, NGO, foundations, etc.) and grant writers (include more faculty and staff in grant development). Director of Development and Community Relations was hired to identify and exploit alternative sources of revenue (and increase dialogue with stakeholders).</p> <p>4. Though Finance Committee discussed a graduated tuition increase, the increase was not built into the tuition policy.</p>	<p>(Aug.2006) - Contract and job description for Director of Development and Community Relations</p> <p>4- Not yet achieved. The next tuition increase exercise will include a graduated tuition increase proposal.</p>	Spring 2009		<p>-Finance Committee minutes -Tuition Study reports</p>
<p><b>IIID1c</b> 1. Annual tuition increases should be implemented.</p>	<p>-Board of Regents -Planning Council -Finance Committee -President -VPs -Director of IRPO -Comptroller</p>	<p>Annual budgets, fund balance use requests, are approved after consultation with a wide range of stakeholders and in conformity with the Strategic Plan and mission of the College. Liabilities and foreseeable future obligations are identified and their payment planned.</p> <p>1. The board has approved a tuition increase of \$10 per credit effective Spring 2007 as provided for in the budget guidelines.</p>	<p>1- Not yet achieved. The next tuition increase exercise will include an annual tuition increase proposal.</p>	Spring 2009	<p>-Board of Regents -President -VPs -Planning, Finance Committee - Director of DCR - Director of IRPO -State Campus Directors</p>	<p>-Strategic plan -Finance Committee minutes -Tuition Study reports</p>

Planning agenda items for Standard IID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p><b>IID1D</b></p> <p>1. Solicit timely assurances from current funding sources in order to provide more accurate guidelines and ensure smoother processes.</p> <p>2. Research and develop new and more certain sources of funding.</p> <p>3. Establish procedures to ensure that unit members are involved in the development of their unit's budget.</p>	<ul style="list-style-type: none"> <li>-Board of Regents</li> <li>-Finance Committee</li> <li>-President</li> <li>-Comptroller</li> <li>-All Budget Unit Heads</li> </ul>	<p>The college follows the approved budget processes and guidelines.</p> <p>1. US DOE assurance of Pell Grant eligibility for the students through 2009. Budget development guidelines are based on these assurances.</p> <p>Budgets are submitted on time to FSM's Executive Budget Review Committee. College receives upfront payment of the Compact Grant from the FSM Government.</p> <p>2. The College centralized grant writing at IRPO and a new Office of Development and Community Relations was established in July 2006.</p> <p>3. Budget guidelines are disseminated to all budget unit heads and budgets are developed at office and campus levels. Unit heads are urged to involve all their staff in budget development.</p>	<p>1. - US DOE Pell Grant proclamation</p> <p>2 - Contract and job description for Director of Development and Community Relations</p> <p>3. Budget guidelines -E-mail communications (within units or campuses)</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>-Board of Regents</li> <li>-President</li> <li>-VPs</li> <li>-Planning, Finance, Fundraising Committee</li> <li>- Director of DCR</li> <li>- Director of IRPO</li> <li>-State Campus Directors</li> </ul>	<p>- SPG 6</p>

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<b>IIID2</b> No planning agenda item	<ul style="list-style-type: none"> <li>-Board of Regents</li> <li>-President</li> <li>-Planning Council</li> <li>-Finance Committee</li> <li>-Campus Directors</li> <li>-Comptroller</li> </ul>	There's an independent external auditor every FY. The audit includes single audit required by the US Federal Government. The audit report is widely distributed to all stakeholders (US government, FSM, libraries and college community).	<ul style="list-style-type: none"> <li>- Strategic Plan 2006 to 2011</li> <li>- Audit reports for FY 2004 and 2005</li> <li>- Indirect cost agreement with DHHS</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>-Planning Council</li> <li>-Finance Committee</li> <li>-VP-Administration</li> <li>-Comptroller</li> </ul>	<ul style="list-style-type: none"> <li>- Budget guidelines</li> <li>- Board meeting minutes and directives</li> <li>- Meeting minutes of various committees</li> <li>-President updates, inter-office emails and memos</li> </ul>
<b>IIID2A</b> 1. In preparing budget guidelines, the Finance Committee and Board of Regents should strike a balance between program/department/campus projected outcomes and anticipated financial resources. This will mean using "performance-based" budgeting in a much stricter sense.	<ul style="list-style-type: none"> <li>-President</li> <li>-Comptroller</li> </ul>	Audit report for 2004 indicated an unqualified opinion with no material findings; audit report for 2005 indicated a "clean" audit. Any audit findings are communicated to those concerned promptly and are responded to or addressed in a timely manner.  1. The Board approved the merging of the Planning Council and Finance Committee. The college has developed institutional priorities annually to assist in guiding budget	Audit reports 2004 and 2005 <ul style="list-style-type: none"> <li>- Institutional Priorities 2008</li> <li>- Budget guidelines</li> <li>- Finance Committee minutes</li> <li>- Board meeting minutes and directives</li> </ul>			<ul style="list-style-type: none"> <li>- SPG 6</li> </ul>

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
		development and decision making. The assessment/evaluation plan is ongoing.				
<p><b>IIID2B</b></p> <p>1. The comptroller and appropriate committee will establish procedures to ensure that unit heads share the approved budget and expenditure information with their members.</p> <p>2. Increase information sharing opportunities through media such as president's updates, emails, memos, radio programs, and assemblies.</p> <p>3. Management should provide appropriate information to the college community in a timely manner to allay fears or to let people appreciate the situation facing the college.</p> <p>4. Finance committee should develop a plan for dealing with the loss of federal work- study</p>	<p>-President -VPSS -Finance Committee -Campus Directors -Comptroller - Director of financial aid</p>	<p>Financial information is distributed throughout the College as deemed appropriate.</p> <p>1. Comptroller transmitted the approved FY 2007 budgets to all unit heads. Budget and expenditure reports are disseminated on a quarterly basis.</p> <p>2. President's updates, emails, memos, radio programs and assemblies are all being done to increase information sharing opportunities.</p> <p>3. Communication policy plan has been approved to ensure a two way flow of information.</p> <p>4. The college received Supplemental Education Grants through the FSM government to</p>	<p>1- Budget transmittal memo or e-mail. - Expenditure report transmittal memo or e-mail. -E-mail communications (within units or campuses)</p> <p>2- Copies of President's updates, emails, memos, radio programs and assembly records.</p> <p>3- Cabinet meeting minutes.</p> <p>4-SEG award letters.</p>			SPG 6

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
and supplemental grant funding.		continue the administration of work- study and SEOG programs by the College.				
<b>IIID2c</b> 1. The Finance Committee will explore ways of securing the college's unsecured cash reserves currently in banks - as a precaution against bank failures.  2. Management should vigorously pursue and obtain a line of credit at a local bank.  3. The Finance Committee and appropriate bodies should continually assess the risk associated with reduced financial support and update the contingency plan to deal with the risk.	-Board of Regents -President -Finance Committee -Campus Directors -Comptroller	1. The Administration is finalizing arrangements with Smith Barney to transfer cash reserves that are currently with the local banks to Citibank accounts.  2. The College did not pursue a line of credit with local banks. Current and projected cash flow is sufficient to handle the obligations of the College.  3. The College implemented a \$10 per credit tuition increase effective Spring 2007 to deal with the budget deficit.	1- Board meeting minutes -communications with Smith Barney rep -Finance committee minutes  2. Copies of cash analysis  3. -Board meeting minutes -Finance Committee minutes	April 2007  Ongoing	-Board of Regents -President -VPA -Finance Committee -Comptroller - President's cabinet - Planning council	SPG 6
<b>IIID2d</b> 1. Continually review and update the financial management policies and procedures.	-Board of Regents -President -Finance Committee -Campus Directors	The College is audited by an external auditor every fiscal year. The audit covers the required single audit by Federal government. 1. Financial Consultant was hired to update and review	Audit reports  1- Consultant's contract and terms	Ongoing	-VPs -Comptroller -President -Planning Council -Campus directors	-SPG 6 -Business & Finance Policies & Procedures manual -Sponsored

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
<p>2. Seek advance clarification from grantors of funds regarding accountability and expenditure requirements of their particular grants.</p> <p>3. Closely oversee the endowment fund investment and evaluate the fund's performance vis-à-vis the college's long-term financial objectives.</p>	-Comptroller	<p>fiscal policies and procedures including operations of bookstore and cafeteria.</p> <p>2. Conferences and workshops on grantor requirements are regularly attended by program directors.</p> <p>3. a) Quarterly performance reports are submitted to College Administration.  b) Director of DCR hired July 2006 to monitor the achievement of fund raising targets.  c) Investment Policy Working Group was established in 2005 to review/revise the policy.</p>	<p>of reference</p> <p>- Consultant's preliminary report(s)</p> <p>2- Conference announcements</p> <p>- Trip reports (Financial aid and TRIO programs)</p> <p>3- a) Quarterly performance reports from Investment Manager</p> <p>- b) Job description for Director of DCR</p> <p>- c) Revised Investment Policy 2005</p>		<p>-Program directors</p> <p>-Board of Regents</p> <p>-Comptroller</p> <p>-Director of DCR</p> <p>-Fundraising Committee</p>	<p>programs manual</p> <p>-Strategic plan</p> <p>-Investment Policy</p>
<p><b>IIID2E</b></p> <p>No planning agenda.</p>	<p>-Board of Regents</p> <p>-President</p> <p>-Planning Council</p> <p>-Finance Committee</p> <p>-Campus Directors</p> <p>-Comptroller</p>	<p>All financial resources are used with integrity and in a manner consistent with the mission and goals of the institution.</p>	<p>Audit reports for FY 2004 and 2005</p>			<p>SPG 6</p>
<p><b>IIID2F</b></p> <p>No planning agenda.</p>	-Board of	All contractual agreements are	Committee agendas			<p>SPG 6</p>

Planning agenda items for Standard IIID	Person(s) Responsible	Status	Evidence of Achievement	Anticipated date of Achievement	Person(s) Responsible	Link(s) to planning documents
	Regents -President -Appropriate Committees -Campus Directors -Comptroller	reviewed by committees (Sponsored Programs, Finance, Curriculum, Planning Council, etc...) and approved by the President to ensure consistency with mission and goals of the college.	and minutes discussing contractual agreements with external entities.			
<b>IIID2G</b> No planning agenda.	-Finance Committee -Comptroller	The College contracted a Financial Consultant to update the financial policies. The audit reports are also used to improve financial management systems.	Financial Consultant contract; Improvement proposals; Audit reports			SPG 6
<b>IIID3</b> 1. Unit and institutional objectives should be scrutinized and clearly stated and disseminated throughout the College community.	-Board of Regents -President -Planning Council -Finance Committee -Comptroller	-Financial resources are used in a manner consistent with the mission and goals of the institution. -March 2007 Retreat to assess effective use of financial resources.  1- Institutional priorities were developed and disseminated.	-Institutional priorities for FY2008 -E-mail communication transmitting institutional priorities -Audit reports 2004 & 2005	Ongoing	-President/ Cabinet -VPA -Comptroller -Director of IRPO -Campus Directors -Planning Council -Finance Committee	Strategic plan; Institutional priorities

Analysis for Standard IIID. Financial Resources: Planning Agendas:

### **Linking strategic planning to resource allocation**

Financial planning is tied directly to the college's mission and goals. The board of regents approved the strategic plan 2006 – 2011 linking financial planning to the mission and merging of the planning council and finance committee to ensure that strategic plans are linked to resource allocation.

Annual budgets and fund balance use requests are approved after consultation with a wide range of stakeholders and in conformity with the strategic plan and mission of the college. Effective consultation among all campuses is still a challenge, given the limited financial and technological capabilities, but conscious efforts are made to involve as many people as possible in financial decision making. The college develops institutional priorities annually to assist in guiding budget development, resource allocation, and decision making. Institutional priorities and budget guidelines are disseminated to all budget unit heads and budgets are developed at office and campus levels. Unit heads are urged to involve their staff in budget development.

### **Funding**

The College receives an annual subsidy from the FSM national government under the education sector grant of Compact II. The FSM national government is committed to provide funding support of at least \$3.8 million from Compact II funding, about 30% to 35% of the operating cost of the college, for the next 18 years.

The reaffirmation of the college's accreditation allows the college to continue to administer and receive U.S. Pell grant funding for the college's eligible students, and other competitive grants. The U.S. Department of Education, federal student aid approved the program participation agreement for the college through June 30, 2008.

The college centralized grant writing at the institutional research and planning office (IRPO). IRPO is working on the broadening grant seeking from other governments, NGOs, foundations, etc., and grant writing to include more faculty and staff in grant development. A full time grant writer position is expected to be filled in FY 2008.

A new office of development and community relations was established in 2005 and filled in July 2006. Part of its mandate is to reduce the college's reliance on financial assistance from U.S. and F.S.M. governments in the long-run. The office is charged with developing and tapping sources of funding for the long-term financial stability of the college through the college's endowment fund.

The college adopted an increase in tuition fee effective Spring 2007 to raise additional revenue to continue to provide quality education and services to students. However, no graduated tuition increase was built into the tuition policy. The college plans to propose a graduated increase the next time a tuition increase exercise is conducted.

### **Assessing financial management**

The college has been contracting an independent external auditor each fiscal year. The audit includes single audit required by the U.S. federal government. The audit report is widely distributed to all stakeholders: U.S. government, F.S.M. government, board of regents, libraries and the college community.

The audit report for 2004 indicated an unqualified opinion with no material findings and the audit report for 2005 indicated a "clean" audit. Any audit findings of prior years are communicated to those concerned promptly and are responded to or addressed in a timely manner.

Financial information is reported every quarter to the board of regents during board meetings. Budgeted versus actual expenditures and encumbrances reports are disseminated to office heads on a quarterly basis.

The College contracted a financial consultant to review and update fiscal policies and to formulate a point of sale system at the bookstore and general policies for the cafeteria. The consultant's work is expected to be finalized by the end of April 2007.

**Standard IVA. Decision Making Roles and Processes: Planning Agendas**

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Personnel commission policy development plan;
- Communication surveys;
- Data from communication surveys;
- President’s memo on appointment of ALO; and
- Revised organization chart.

<b>Planning agenda items for Standard IVA</b>	<b>Person(s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated date of Achievement</b>	<b>Person(s) Responsible</b>	<b>Link(s) to planning documents</b>
<b>IVA</b> Implement a tenure system; value input from faculty; form grievance committee for non-renewal of contracts or provide formal reason for action	- President - Director of HR	- Concerns assigned to personnel committee	- Personnel committee policy development Plan	- Personnel committee recommendation on tenure system expected by the end of 2007	- President - Director of HR - Personnel committee	- SPG 6
<b>IVA3</b> Survey all site on perception of effective communication	- Director of IRPO	- Two surveys completed in 2005 and 2006 - Another survey scheduled for 2007	- Copy of surveys - Data from surveys	- Summer 2007	- Director of IRPO	- SPG 5
<b>IVA4</b> Remove the responsibilities of the ALO from that of the Director of Institutional Research and Planning	- President	- Completed in 2005	- Appointment memo			- SPG 9
<b>IVA5</b> Examine the administrative structure	- President - Cabinet	- Administrative structure revised in 2005 and implemented in 2006	- Copy of revised organization chart	- Evaluation of revised structure scheduled for February 2007	- Director of IRPO - Director of HR	- SPG 1-9

Analysis for Standard IVA. Decision Making Roles and Processes: Planning Agendas:

When the accreditation team reviewed the college in March 2004, decision making roles and processes were not well coordinated, committees were not linked in terms of decision making, members of the committees did not know their role outside the committee, and minutes were not widely distributed. Also, the widespread geographical locations of the campuses tended to exclude participation of state campuses in decision making. A shared governance policy was needed to provide systematic participative processes to address institutional needs and to provide a conduit for system communication. A working group was tasked to draft the policy, and after wide input from all campuses, a governance policy was approved by the board in December 2006. Currently the terms of reference for the committees in the revised committee structure are being reviewed, and when approved, the policy will be fully implemented. Through this policy, the details of issues and policy matters are brought into a forum where full participation in the decision making process is possible. The fundamental premise of the policy rests upon active and responsible involvement of all members of the college community, including students – and that is the challenge facing the college.

The college has developed and implemented infrastructure (network and teleconference system) to support participatory decision making at the COM-FSM. The revised organizational structure and the five-year strategic plan 2006-2011 also complement the governance policy.

An annual president's retreat has been instituted (the first schedule for the week of March 19-24, 2007) where representatives of the college and stakeholders will evaluate the college and collaboratively chart the future of the college. The annual retreat will link assessing, planning, and budgeting.

**Standard IVB. Board and Administrative Organization: Planning Agendas**

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Board minutes;
- Board directives;
- President’s updates;
- Quarterly financial reports;
- Annual audit report;
- Board meeting agendas;
- Board training agenda;
- ALO reports to the board;
- Memo from faculty/staff senate re faculty/staff reps on president search committee;
- Communication policy;
- Cabinet minutes; and
- President’s emails.

<b>Planning Agenda Items for Standard IVB</b>	<b>Person(s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated Date of Achievement</b>	<b>Person(s) Responsible</b>	<b>Link(s) to Planning Documents</b>
<b>IVB1A</b> Board to be proactive in explaining its position and action to the college community; Board to project unity in decisions made	- Board of regents	- Board members periodically meet with faculty, staff, and students during the quarterly meetings	- Board minutes	Ongoing	- Board of regents	- SPG 9
<b>IVB1B</b> Board to consider alternative avenues for informing self about actual practices of the institution; Board speak informally with students, staff and faculty about issues affecting the college	- Board of regents - President	- Meeting with students started with September 2006 meeting - SBA president is a cabinet member and invited to board functions	- Board minutes - Board directives - President’s update	- Ongoing	- Board of regents - President	- SPG 1-9
<b>IVB1C</b> Board to continue to monitor finances, progress and quality of programs and review mission statement annually to keep pace	- Board of regents - President - Cabinet	- Financial report and status reports from vice presidents submitted to board for their quarterly meeting	- Copies of quarterly financial reports - Annual audit report - Agendas for Board	- Ongoing	- Board of regents - President - Cabinet	- Strategic Plan 2006-2011

<b>Planning Agenda Items for Standard IVB</b>	<b>Person(s) Responsible</b>	<b>Status</b>	<b>Evidence of Achievement</b>	<b>Anticipated Date of Achievement</b>	<b>Person(s) Responsible</b>	<b>Link(s) to Planning Documents</b>
with changing needs and priorities		- Board reviews changes as proposed	meetings			
<b>IVB1F</b> Policy on orientation and training of new Regents included in their manual; follow the law regarding terms of Regents	- President	- Drafting of policy assigned- president informs the FSM president of impending expirations	- In progress	- May 2007	- Executive assistant to president	- SPG 9
<b>IVB1H</b> Board to assist in accreditation process and be informed of WASC requirements	- President - ALO	- Accreditation standards included in board training - Newsletter from the commission shared	- Board training agenda - ALO reports to the board	- Ongoing	- President - ALO	- SPG 9
<b>IVB1J</b> Faculty to choose faculty rep on the presidential hiring committee and such policy included in the public law	- Chairman of the board - Faculty/Staff Senate	- Faculty rep chosen by senate in the last presidential search in 2004	- Memo from senate with their choices			- SPG 5
<b>IVB2B</b> President to share his vision of the college	- President	- Shared in January 2007	- President's Update #287	- Annually	- President to revise annually	- Mission and Vision statements
<b>IVB2D</b> President to foster stronger communication with the college community, assure consistency of practices with mission and objectives of the college	- President - Cabinet	- Communication policy adopted in 2006 - Protocols and procedures for communication pathways identified in policy in progress	- Communication policy - Draft protocols and procedures, if available	- Summer 2008	- President - Cabinet	- SPG 5
<b>IVB2E</b> President to communicate with all sectors of the college community and make available information on his efforts to communicate	- President	- Quarterly site visits - Frequent email - Continuing regular updates - Cabinet meetings	- President's Update - E-mails to college community - President's reports - Cabinet minutes	- Ongoing	- President	- SPG 5

### Analysis for Standard IVB. Board and Administrative Organization: Planning Agendas:

The college had been fortunate to have a fairly stable board – two members were original board members serving a second cycle, another has long completed two consecutive terms and continues to serve while waiting for a replacement, and a fourth was a former administrator of the college – all familiar with the college and the responsibilities of the board. (The fifth seat had been vacant since December 2005.) The upcoming years, however, will be a challenge. In December 2006, two new regents were appointed to the board and a regent resigned. If the appointment process moves without delay, two new regents will join the board by the May meeting leaving only one member accustomed to the workings of the COM-FSM board of regents. While the new regents were provided with a brief orientation to the college and the board prior to the December board meeting by the president and seating regents and will receive a formal boardmanship training, sponsored by the Pacific Postsecondary Education Council (PPEC) in March 2007, the learning curve may hamper the board from acting efficiently and decisively as in the past. The college must be attentive to the need to provide the regents with as much information necessary to acclimatize them to becoming effective members of the COM-FSM board.

While the enabling law provides for staggered terms of office and the college notifying the FSM President of impending expiration of terms and resignations, appointments have not been timely resulting in a nearly all new board. The college has also been working with the FSM President's office on diversity on the board as required by the enabling law and accreditation standards. The problem is nominations are sought from the state governors who make their choices in isolation. Though the college attempts to provide direction and information for the selection of regents, the process is outside the college; therefore, the college must work harder to overcome these concerns.

Although board meetings are open to the public, except for executive sessions, and directives and minutes of board meetings receive wide distribution, many in the general college community are not aware of the board – its purpose and activities. Last year the board adopted the practice of meeting with students at the campus where the board meeting is held. While at state campuses, the board has made it a practice to host a dinner for faculty and staff and explain its purpose and what transpired during the meeting. Similar practice needs to be implemented for the National and Pohnpei campuses. Alternative ways to make the board more visible and to include the regents in college activities must be explored.

The president has led efforts to improve institutional effectiveness which are evidenced by the adoption of a new organizational chart and revised mission statement in 2005 and approval in 2006 of a new five-year plan that ties planning, assessment and budgeting. A communication plan is in process as well as evaluation of the new organizational chart. A president's retreat is planned for March 2007 to assess current programs and services and provide direction for budget priorities in the next budget cycle. Reaching all segments of the college community and the community the college serves to promote the mission of the college is the president's priority and challenge.

**UPDATE ON SUBSTANTIVE CHANGE PROPOSALS IN PROGRESS,  
PENDING, OR PLANNED**

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### **Associate of science in nursing**

This is a new program requested by the FSM national government and each state department of health services. The intended audiences in the beginning are those people currently working in the hospitals with little training. Students graduating from high school will also have the opportunity to enter the program. This program has multiple entries – Nursing Assistant Program, Practical Nurse Certificate Program, and Associate of Science in Nursing program. The program will be aligned with the FSM nursing board licensure standards and with other regional nursing programs to smooth transition to more advanced degree levels. Initially, full time nursing instructors will be recruited while local nursing staff are identified and trained as part time nursing instructors. COM-FSM will work with FSM local state health services and the local campus for facilities and clinical experiences. Partial funding will come from each state and grants have been applied for to help fund this program.

### **Revised associate of science in agriculture and extension of program to Kosrae campus**

This program is currently offered at the National campus and is to be extended to Kosrae campus. Both campuses currently have adequate facilities and qualified and experienced faculty. It is hoped that by improving offerings more high school graduates will be interested in this program. After review of the existing program along with stakeholder input and recommendations, the college proposes to rename the program and changes in this program include a stronger science foundation with specializations in the differing agriculture areas during the last semester through field studies and seminars. The changes will help to prepare students to work in a variety of agricultural related jobs in the local sectors. The college has budgeted for this program in FYI 08 budget.

### **Hospitality and tourism management program (HTM)**

The HTM program will be offering some of its courses at the National site. This change is a matter of finding classroom space and opportunities to increase access and enrollment to the program. The coordinator of the program wishes to recruit students from the other states besides Pohnpei. However, if the courses are at held entirely at the Pohnpei campus, few students from the other states select HTM as a major. The students from the other state campuses reside in the dorm at the National campus. The planned change is to shift and host some of the classes at the National campus site encouraging more students to select this major. The culinary courses and Blue Plate Café demonstration restaurant will remain at the state campus where the facilities are currently located. Careful scheduling and reliable shuttle transportation will address the need for students to travel between campuses for courses. Regular classroom instruction will be held at the National campus.

### **Developmental studies program**

The college is currently reviewing the developmental courses and programs offered. It is expected that developmental program will require major modifications to address both the developmental education and English as a second language needs of underprepared incoming students. A systematic program will be implement for placement, monitoring, and tracking, and explicit exit and transition criteria for students in the developmental programs will be implemented.

### **Bachelor in elementary education**

The college planned to resubmit a substantive change to expand on our current third-year certificate in teacher preparation and offer a bachelor degree in elementary education. However, the college recently entered into a new memorandum of understanding with the University of Guam (UOG) to offer the fourth-year of their bachelor in elementary education program at the COM-FSM National campus. This partnership bachelor program will commence summer 2007. For now, the college has chosen to collaborate with UOG and learn from this partnership experience before embarking on our own four-year bachelor degree program in elementary education.

### **Associate of applied science in maritime studies**

The FSM Fisheries and Maritime Institute currently offers modular programs for various maritime, fisheries, and navigation certifications. The institute proposes to transition from its current non-degree module approach for maritime certification to an accredited credit-bearing associate of applied science degree program. The degree program will continue to be based on internationally established STCW 95 conventions, use regionally developed curriculum, and materials with the addition of general education core requirements to meet associate of applied arts program requirements consistent with similar programs offered by the college. Two degree programs are proposed: Associates in Applied Science in Maritime Studies - Class 5 Marine Engineer and Associates in Applied Science Maritime Studies- Class 5 Master. Both programs will have multiple entry and exit points to accommodate current ship crew members receiving training to upgrade skills and for training candidates new to the maritime careers.

### **AS in public health and third year certificate of achievement**

This is a new program requested by the Pacific Island Health Officers Association (PIHOA), the FSM national government and each state department of health services. The intended audiences are those staff currently working in the public health sectors with little formal training. Students graduating from high school will also have the opportunity to enter the program. This program will provide a generic foundation in public health and be followed by the third year specialty certificate program. In the third year, the student will take coursework concentrated in a particular area of public health with research practicum or internship experiences. Appropriate courses developed by Fiji School of Medicine for the Pacific region will be adopted as needed for the third-year level courses. The programs will be aligned as much as possible with other regional programs to smooth transition to more advanced degree levels. COM-FSM campuses will collaborate with FSM local state health services for possible instructors and facilities. Funding of this program is expected to come from each state and grants.

## **CONCLUSION**

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## **Timeline of additional plans the College of Micronesia-FSM has developed:**

### **During March & April 2007**

#### ***Instructional Affairs***

- Submit BA in Education substantive change proposal. Postponed. Begin tactical planning for Summer 07 implementation of UOG-COM-FSM BA in Elementary Education partnership program
- Begin work on next edition of college general catalog. Responsibility for coordination of the catalog transferred to the director of development and community relations. Instructional affairs will review and update only pertinent sections.
- Update program learning outcomes for inclusion in general catalog printing for 2007-2009.
- Conduct survey and interviews with students and faculty on academic advising. Director of academic programs will coordinate with IRPO to collaborate to design, conduct, analyze results and prepare report with recommendations.
- Complete report and share results of program review of the certificate of achievement in general studies using fall 2003 and Fall 2004 student cohorts. IRPO and OAR will compile data; VPIA office will prepare and share report findings and recommendations.
- Revise developmental education program for implementation in Fall 07 to replace discontinued IEI program. Director of academic programs to attend National Association of Developmental Education. Ad hoc group of developmental course faculty and student services researching best practices and programs. Recommended program design to reviewed by curriculum committee and forwarded to board for May 2007 meeting.
- Identify suitable program to place, track, and monitor developmental education students
- Conduct visit to monitor instructional programs at Kosrae. Planned dates March 12-15
- Conduct library monitoring visit by the director of LRC to Kosrae. Planned dates date March 12-15

#### ***Student Services***

- Assessment of SLOs continues. Additional SLOs to be assessed and results reported. Implementation of evaluation plan: Objectives and SLOs being assessed and 1 or 2 objectives reported in the ACCJC mid-term report due on March 15, 2007.
- COMET administration. Conduct the entrance test to all high school seniors and state campus certificate students. Estimated over 2,000 students will take the test.
- Members of admissions board visit all high schools in the nation for recruitment purposes.
- Tutoring and mentoring training. Director of SSSP has been tasked to conduct tutoring and mentoring training at all sites.
- Beta Omicron Upsilon chapter induction ceremony. Campus chapter will host the 2<sup>nd</sup> induction ceremony for new chapter members. Estimated 20 new members will be inducted.
- Founding Day 2007. The student services committee recommended the college to celebrate the founding day and appreciation of its cultural diversity.
- Health fair activities planned events including booths displaying variety of health, safety, and wellness topics, special presentation on nutrition and health, screening of acute and chronic problem such as diabetes and hypertension, H. Pylori, prostate cancer, eye/vision problems, etc. and demonstration of healthy food/diet preparation, home gardening, basic first aid/CPR, and Taichi exercise.
- Monitoring visits to state campuses.

#### ***Administration***

- Meeting with parents in Kosrae regarding satisfaction with COM-FSM services. (Already accomplished during January 2007)
- Develop budget guidelines that integrate planning, budgeting, and resource allocation ensuring input from of all relevant college employees.

#### ***Executive***

- President to visit Kosrae state leadership and meet with parents. (Already accomplished during January 2007.)
- Follow up on transfer of title of land for the permanent site from Chuuk state government.
- Convene a president's retreat to develop strategic institutional priorities upon which to base the college's current and future plans.
- Continue to develop master plans for campuses. The retreat will identify strategic institutional priorities to be used in master plan development.
- Commence construction of Pohnpei campus student center
- Complete construction of Kosrae campus SBDC and vocational education building.

### **During May & June 2007**

#### ***Instructional Affairs***

- General catalog revision. Responsibility for coordination of the catalog transferred to director of development and community relations.
- PLOs updated and ready for inclusion in general catalog.
- Conduct training workshops for all campus wide vocational/technical faculty in technical skills, effective teaching and assessment. Plans ongoing for submitting OMIP training proposal grant to fund workshops for vocational faculty from all campuses before or after summer session 07.
- Update of vocational program assessment plans during summer workshops. This will be done in conjunction with training workshops.
- Present developmental program to replace intensive english initiative to board for approval and implementation August 2007.
- Present program to improve certificate of achievement in general studies to board for approval and implementation August 2007.
- Instructional divisions prepare report on results of SLO assessment.
- Prepare Library program review and disseminate.
- Share results of academic advisement survey.
- Adopt program for placing, monitoring, and tracking developmental students.
- Review course completion rates, grades distribution, pass/fail rates, incompletes, and withdrawals for courses for all campuses for previous fall and spring semester for comparative data and patterns.

#### ***Student Services***

- Assessment of SLOs continues. Report on the results of the assessment
- Spring graduation. OAR is expecting over 125 applicants for spring 2007 graduation.
- Summer registration. Student services staff along with members of the faculty will hold registration for summer classes.

#### ***Administration***

- Submit accreditation mid-term report to commission. (Already accomplished on March 15, 2007).
- Develop FY 2009 budget. Resources to be allocated to various units based on approved guidelines and on results of plans and their assessment.
- Compile results of assessment of divisional objectives and priorities for administrative services and use them for future planning, especially in developing FY 2009 budget.
- Install wheel chair lift in the LRC (National campus).

#### ***Executive***

- President to visit state leadership to solicit funding support.
- President to meet with parents of students and community members regarding satisfaction with COM-FSM services in Chuuk and Yap. (Already accomplished during January 2007).
- Continue work on master plan for all campuses.
- Commence construction of buildings at Yap Campus.

### **During July & August 2007**

#### ***Instructional Affairs***

- Identify and plan faculty training sessions for August 07 - July 08.
- Update instructional affairs handbooks and distribute at beginning of fall semester.
- Develop student learning outcomes for academic advising program and present draft to faculty in fall 07 semester.
- Update course and program SLO assessment plans for fall 07 and spring 08 semesters.
- Formalize SLO's and SLO assessment plans for learning resources and information literacy in collaboration with language and literature division.
- Update VPIA website.
- Collaborate with IRPO to design mechanisms for connecting assessment at course, program, and institutional level.
- Collaborate with IRPO to clarify reporting system for assessment results and program reviews.
- Develop operational plan for distance education and determine potential courses for redesigning to be delivered through distance education to state campuses.
- Conduct training for developmental course faculty in using new program for placement, monitoring, and tracking developmental students.

#### ***Student Services***

- Fall orientation and registration. Student services staff to conduct orientation and registration for fall semester. Estimated over 2000 new, continuing, and returning students will participate in the registration process and 1,300 students will participate in the orientation.
- Continue to evaluate and assess objectives. Managers and VPSS continue to assess and report on results.

### ***Administration***

- Continue development of FY 2009 budget. Emphasize use of assessment results in planning and resource allocation for FY 2009 budget college wide.
- Continue construction at Yap Campus.

### ***Executive***

- Continue to work with Chuuk state government to secure the permanent site for Chuuk campus. Work out a plan with Chuuk government on transitioning students from the permanent site.
- Continue work on master plan for all campuses.
- Secure more funding for master plan and for construction projects at state campuses.

## **During September & October 2007**

### ***Instructional Affairs***

- Share SLO assessment results and program reviews across the college community.
- Visit state campus for monitoring instructional programs – Kosrae, Yap, Chuuk.
- Conduct SLO assessment for general education core outcomes.
- Prepare select courses for delivery in spring 07 semester to other state campuses.
- Visit state campuses for monitoring library programs.
- Continue to conduct SLO assessments at course and program levels.
- Conduct faculty workshops on effective teaching practices.

### ***Student Services***

- Assessment of objectives continues. Managers and VPSS continue to assess objectives and report on results.
- Substance abuse prevention awareness . Members of the counseling division will conduct substance abuse prevention awareness system-wide.
- Name a student services assessment person. Between now and September 2007 an assessment person will be appointed by the president.
- Counselors will host a career day in fall 2007.

### ***Administration***

- Complete FY 09 budget.
- Year-end assessment of strategic and tactical plans.
- Continue to develop master plans for all campuses.
- Continue to work on master plans for campuses. Construction of new facilities based on the master plan (especially in Yap).

### ***Executive***

- Site visit to Kosrae or Yap – to coincide with board of regents meeting.

## **During November & December 2007**

### ***Instructional Affairs***

- Report results of program assessment and use recommendation for program revisions, planning and budget allocations.
- Conduct site visit to libraries by director of LRC to monitor program and provide technical assistant.
- Collaborate with FSM high schools in bridging gap of under prepared students using established framework for collaboration and identified activities.

### ***Student Services***

- Assessment of objectives continues. Managers and VPSS continue to assess objectives and report on results.
- Administration of COMET. Members of admissions board will administer the entrance test at all sites
- Mid-year graduation. OAR is expecting over 100 applicants for mid-year graduation.
- Diabetes and hypertension awareness week. Activities planned for the week include mass screening for diabetes, hypertension, and obesity, updates of immunizations, and demonstration on healthy food diet preparation.

### ***Administration***

- Submit FY 2009 budget to cabinet. Make modifications to budget if recommended by cabinet and submit the budget to the board of regents.
- Commence construction of Kosrae campus IDP projects (student center and vocational education building).

### ***Executive***

- Review FY 2009 budget and submit to board of regents.
- Continue to work with Chuuk state government on transitioning students from the current high school site and securing it as the permanent site for Chuuk campus.

## **During January & February 2008**

### ***Instructional Affairs***

- Conduct faculty workshops on effective teaching during staff development conference.
- Extend ISLET, Institute for Student Learning and Excellence in teaching activities to state campuses.
- Submit library data to participate in ACRL and NCES annual library surveys.
- Conduct library patron surveys with walk in patrons and collect feedback from students in classes with library related SLOs.
- Conduct SLO assessment activities for general education core.
- Conduct campus monitoring visits for library and instructional programs.

### ***Student Services***

- Assessment of objectives continues. Managers and VPSS continue to assess objectives and report on results.
- Administration of COMET. Admissions board members administer the entrance test. It is estimated that over 2000 high school seniors and state campus certificate students and teachers to take the test.
- Counselors will conduct a transfer workshop for all interested transfer students.

### ***Administration***

- Finalize preparations for president's annual planning retreat.
- Continue construction of facilities at Yap, Kosrae, and Pohnpei campuses.
- Consolidate all documentation on physical master plan.

### ***Executive***

- Continue to work with Chuuk state government on transitioning students from the current high school site and securing it as the permanent site for Chuuk campus.

## **During March & April 2008**

### ***Instructional Affairs***

- Conduct follow up survey and interviews with students and faculty on academic advising.
- Complete report and share results of program reviews for selected programs.
- Conduct visit to monitor instructional programs at state campuses.
- Prepare library program review and disseminate results.
- Conduct library monitoring visits to state campuses.

### ***Student Services***

- Assessment of objectives continues. Managers and VPSS continue to assess objectives and report on results.
- Members of admissions board to recruit potential candidates for fall enrollment at all states. Estimated over 300 new students will enroll.
- VPSS travels to all sites for monitoring
- Counselors will host a resume & interview workshop for the graduates.
- College will celebrate its founders' day by holding sports competition in basketball, volleyball, softball, and track and field.
- Activities planned for the event including booths display of a variety of health, safety, and wellness topics, special presentation of nutrition and health, screening of acute and chronic problem such as diabetes and hypertension, H. Pylori, prostate cancer, eye/vision problems, etc. and demonstration of healthy food/diet preparation, home gardening, and basic first aid/CPR.

### ***Administration***

- Develop budget guidelines for FY 2010 that integrate planning, budgeting, and resource allocation. This may include training of budget managers. To be done after the planning retreat.
- Assessment of administrative services divisions.
- Site visit to Chuuk or Yap or Kosrae Campus – to coincide with board of regents meeting.
- Submit physical master plan to president's cabinet.

### ***Executive***

- Convene the annual president's planning retreat.
- Obtain all of the documentation necessary to secure the permanent site for the new Chuuk campus.

## **During May & June 2008**

### ***Instructional Affairs***

- Conduct workshops for faculty in TESOL.
- Conduct workshops and technical training for vocational/technical faculty.
- Redesign selected courses for distance education delivery to other COM-FSM campuses.
- Conduct assessment of academic advising system and determine areas and strategies to improve.
- Conduct review and assessment of program for placing, monitoring, and tracking developmental education students.

- Conduct program evaluation of remedial/developmental education programs and courses.

#### ***Student Services***

- Managers and VPSS continue to assess objectives and report on results.
- Spring graduation. OAR is expecting to receive over 130 applicants for spring 2008 graduation. Members of the student services department will assist with the spring graduation.
- Student services staff will hold summer registration. Estimated over 500 students will register.

#### ***Administration***

- Continue development of the FY 2010 budget.
- Continue construction of Kosrae student center/vocational education building.
- Continue construction of Yap IDP projects.
- Complete construction of Pohnpei campus student services center building.

#### ***Executive***

- Secure the permanent site by getting the title to the site from the Chuuk state government. Work on plans for renovations and construction of new facilities. President, VPA, and director of facilities and maintenance will work toward accomplishing this by end of fall semester 2008.

### **Other changes or issues currently confronting the institution**

In addition to addressing the changes, improvements, and restructuring, other events and issues have influenced the work at the College of Micronesia-FSM:

- Long term funding commitment from the national government given the new terms under Compact II;
- Securing the support of politicians while not being influenced by politics;
- The need to conduct more public relations work to exhibit the extensive good work that the college is doing internally and externally;
- Maintaining the equity of facilities at all sites without a fully developed facilities master plan;
- Assessing programs and services without a fully developed institutional comprehensive assessment plan;
- The lack of a clear risk management plan;
- Ensuring the quality of programs regardless of logistical, communication, and financial challenges;
- Ensuring a faculty body that values the SLO assessment process; and
- Delivering and assessing student services efficiently, timely, and consistently without an established student information system.

### **Concluding statement**

This report addresses the progress made since the November 1, 2003, submission of the college's latest self study report as well as progress made in response to the six recommendations by the visiting team of 2004 and to the three recommendations by the visiting team of 2006. The college community, which comprises of the staff, faculty, students, administration and the board of regents, took this opportunity to take one of the greatest strides it has ever taken. Struggling from the ashes of the old ACCJC/WASC standards, the college was one of the first institutions to adapt itself to the new standards and embraced integrated planning and the continuous assessment as healthy undertakings. The college has made significant progress since 2003 in the areas of integrated planning, student learning outcome (SLO) identification for all service areas, and assessment among other things.

The college has made substantial progress in inclusion of all campuses and groups in the planning and evaluation process. The college has done this through development of a new vision, mission, values statements and goals; integration of planning, evaluation, and resource allocation; adoption and implementation of a technology plan; improved dissemination of data and information on the status of

the college; and improved communication flow on assessment and planning. Work on integrated planning, evaluation, and resource allocation is being conducted through the committee structure. The college has assessed some of its plans for improvement and some improvements were made as a result of these.

The college has embraced SLOs and the assessment of SLO at varying degrees within divisions, departments, and across campuses. Assessment at the program level has become an ongoing process. All courses now have SLOs identified for them and are currently reflected in the college's catalog. These SLOs can easily be linked all the way to the mission and goals of the college. The student services area also has made great progress in conducting actual assessment activities. In the upcoming months, the college's efforts and energies will be directed toward providing, refining, and adopting the institutional assessment plan, continuing implementation of SLO assessments at course and program level and linking them into the annual program reviews to be shared and used for program planning and improvements.

The college has continued to generate and document many improvements especially in the areas of communication and continuity of services, identification of SLOs, and integrated planning. Communications between and within campuses have continued to improve as the college fully implemented its new organizational structure. Facilities improvement plans for all campuses were established to guarantee the same quality of service at all campuses. We look forward to sharing our accomplishments with the visit team in April.

## Appendix A: Sample Intercampus Visit Log

<b>Date of travel and destination</b>	<b>Name of traveler</b>	<b>Purpose of travel</b>
2-26-07 to 3-01-07 Kosrae	Ermine Walliby	Site Visit Recommendation #2
2-18-07 to 2-24-07 Pohnpei	John Mafel	Training Student Services Recommendation #2
2-28-07 to 23-06-07 Honolulu	Isamo Welles Henry Robert Graceful Enlet Spensin James	BOR training Recommendation #2
2-17-07 to 2-23-07 Chuuk	John Curley	Meeting with Chuuk Campus, DOE on special education matters Recommendation #2
2-12-07 to 2-15-07 Kosrae	Alfred Olter	Inventory for the Master Plan Recommendation #9
2-21-07 to 2-24-07 Pohnpei	Marleen Ychiro Julian Waathan	Staff Development Day and Program Meeting Recommendation #2
2-6-07 to 2-14-07 Yap	Francisco Mendiola	Yap Projects and development of the Yap master plan Recommendation #9
1-16-07 to 1-19-07 Chuuk	Qulida Alex	Training of Staff on Administrative Recommendation #2
2-11-07 to 2-19-07 Chuuk	Jean Thoulag	Monitoring visit and state government officials re chuuk nursing program Recommendation #2
1-12-07 to 1-19-07 Hawaii	Gordon Segal	Attend telecommunication seminars in Honolulu and meet with other telecommunication official Recommendation #2
2-6-07 to 2-14-07 Yap and Chuuk	Ringlen Ringlen	Site visit and training on the COMET tests Recommendation#2
1-15-07 to 1-20-07 Chuuk and Kosrae	Spensin James	Monitoring site visits Recommendation #2
12-17-06 to 2-24-06 Chuuk	Dannis Lorrin	Maintenance of students facilities Recommendation #2, 6
2-10-06 to 2-17-06 Chuuk	Lemuel Miller	Maintenance of the student facilities Recommendation #2 and 6
<b>WHEN &amp; WHERE</b>	<b>WHO</b>	<b>WHY</b>
12-07-06 to 12-11-06 Pohnpei	Willer Benjamin	Meeting with Financial Aid and students services Recommendation #2, and 6
12-14-06 to 12-17-06 Chuuk	Benson Moses	Meeting with chuuk campus, doe and fsm special education staff Recommendation #2
12-2-06 to 12-8-06 Pohnpei	Kalwin Kephass Lourdes Roboman Joe Habuchmai Henry Robert Joakim Peter Graceful Enlet Matthias Ewarmai	BOR Recommendation #1
10-23-06 to 10-28-06	Spensin James	

Appendix B: Instructional Affairs SLO Grid

**SLO Activity Chart update as of March 2007  
Instructional Programs**

Program	Division	Campus	Semester	Outcome Assessed	Assessment Activity	Findings	Closing the Loop
General Education Core	Language & Lit	National	Fall 06 & Spring 07	Communicate effectively in English, both in writing and speaking	Continuing with data collection to examine relationship, if any, between entrance essay score and success in subsequent ESL courses to assess if essay test scores rise after one semester of ESL?	Ongoing	Ongoing
General Education Core	Exercise and Sport Science	National & Pohnpei	Fall 06 & Spring 07	Describe the value of physical activity to a healthful lifestyle.	Imbedded test items.	Ongoing	Data will be analyzed in Spring 07 and recommendation provided.
General Education Core	Math & Natural Science	National	Fall 06	Define mathematical concepts, calculate quantities, estimate solutions, solve problems, represent and interpret mathematical information graphically, and communicate mathematical thoughts and ideas.	Item analysis of final exams with course outcomes mapped to program outcome and general education outcome	A 64% percent pass rate for the general education student learning outcome based on item analysis of final exams where items were mapped back to course outcomes.	Aggregating approach is probably not sustainable.

Program	Division	Campus	Semester	Outcome Assessed	Assessment Activity	Findings	Closing the Loop
SC/SS 115 Ethnobotany	Math and Natural Science	National	Fall 06 & Spring 07	All course learning outcomes.	Portfolio of tests and material produced during courses. Materials presented on web pages at portal found at <a href="http://www.comfsm.fm/~leeling/ethnobotany/scss115_assessment63.html">http://www.comfsm.fm/~leeling/ethnobotany/scss115_assessment63.html</a> .	Ongoing	Forthcoming in spring 07
MS 150 Statistics	DNSM	National	Fall 06	All course level outcomes	Item analysis of final exams that are based on slo outcomes per course outlines	Student performance on basic statistics remains strong but graphing skills, interpretation of p-values, and making inferences.	Forthcoming in spring 07
3 <sup>rd</sup> Year Certificate of Achievement in Teacher Preparation	Education	National	Fall 06 Spring 07	PLO Outcome #1, 3,5,6 7,8	Classroom observation using checklist, interviews with principals, survey of elementary students, item analysis of Education Testing Battery	Ongoing	Both AA and 3 <sup>rd</sup> year programs under modifications to better align with Partnership BA in Elementary Education program with University of Guam and to provide students with courses rich in both content, theoretical foundations and methodology. Recommendation made to reduce number of program learning outcomes.
AA in Teacher Preparation	Education	National	Fall 06 Spring 07	PLO Outcome #3,5,6 7,8  PLO Outcome #2, 4	Observation, interviews, surveys and testing	Ongoing	See above

Program	Division	Campus	Semester	Outcome Assessed	Assessment Activity	Findings	Closing the Loop
AS in Elementary Education	Education	Chuuk	July 06	Check program outcomes and courses for cohesion	Matrix alignment	Major requirements include 2 required electives and 3-5 ed. electives depending on state needs; however, there are no records or policy statements declaring which courses may be taken to fulfill the electives. Also the assessment matrix reveals that no course assists students in demonstrating mastery of four plo's.	Ed. Div. of Chuuk Campus to submit to Curriculum Committee for its review and approval a list of courses in fulfillment both of required electives and of ed. electives depending on state needs. Such listed courses assist AS degree students toward demonstration of mastery of the plo's; designate SS 120 and EN/CO 205 as the 2 required electives in Chuuk's AS degree program. The courses for the 3-5 electives will be established as ED 212, ED 215, MS/ED 110, SC 110a, EN 208 and any ED/CD 100 course. Once MS/ED 200 is approved, it becomes one of the courses to fulfill the 3-5 electives.
All vocational programs		PNI	Fall 06 and Spring 07	Practice safety in the workplace	Instructor observation of students using checklist and rubrics for practical activities	Ongoing	Data will be analyzed in Spring 07 and recommendation provided.
AS in Hospitality and Tourism Management	Hospitality and Tourism	PNI	Fall 06 & Spring 07	Program Evaluation completed using Appendix T  Outcome 1 Explain the interdependent components of the international hospitality and tourism industry.	Students are given an assignment to outline and explain in oral presentation the world wide tourism and hospitality delivery system. Rubric used for presentation. Final exam questions	Ongoing	Based on program evaluation and recommendations, HTM program will recruit more aggressively and some of the HTM courses will also be offered at the national campus beginning fall 07

Program	Division	Campus	Semester	Outcome Assessed	Assessment Activity	Findings	Closing the Loop
				Program Outcome #5 Describe tourism attraction support services and related business opportunities.	linked to outcome #1		
AAS in Telecommunications Telephone Systems	Trade and Technology	PNI	Spring 06 & Fall 06	PLO # 1– Practice safety in the workplace. Outcome # 1 being assessed across all vocational courses Fall 06 – VEE 100, VEE 110; VEE 104:VEE 223;VEM 110;VTE 261; VTE 280; VSM 101; VSM 102; VEM 105; VEM 113; VEM 110	Observation checklist for safety  Developed and revised rubric to Student outcomes for PLO # 1  Data for Fall 06 collected	Ongoing for Spring 07	Data will be analyzed in Spring 07 and recommendation provided
Certificate in Cabinet Making, and Building Maintenance		CHK	Spring 06	Program Evaluation using Appendix T.		Few students completed all requirements; students in program resisting taking CA 100 Computer Literacy and BU 097 Small Business to complete their program	Identified needs for better facilities and funding for tools, equipment and supplies; Consider program modification to address CA 100 and BU 097 matter.
Certificate of General Studies		CHK	Fall 06	Check program outcomes and courses for cohesion	Matrix alignment	Only 5 Gen. Studies courses encourage student learning in accordance with GS plo's. The certificate program	Proposed changes in PLO 1, 2, & 3. Curriculum Committee to consider and recommend for approval the 3 proposed changes in plo's to reflect the need of GS students to develop and practice with feedback and, in making such

Program	Division	Campus	Semester	Outcome Assessed	Assessment Activity	Findings	Closing the Loop
						requirements introduce plo's with almost no development and practice with feedback and with absolutely no demonstration of mastery.	changes, to incorporate student learning activities that include M-level activities. Revise course outlines for SS 100 and SC 094. Replace SS 150 with a more appropriate course.
Intensive English initiative	English	CHK	Fall 06	Check program outcomes and courses for cohesion	Matrix alignment	No plo's were written for the Intensive English Instruction Report prepared by others and reported in the History of the Program section indicate poor student performance and success.	That COM-FSM re-assess its intent and purpose for sponsoring Intensive English Instruction; and if IEI is a program, that the Curriculum Committee develop a set of program learning outcomes appropriate at the level of developmental assistance.
Certificate of Bookkeeping	Business	CHK	Su 06	Check program outcomes and courses for cohesion	Matrix alignment	Plo does not achieve demonstration of mastery in any course; PLO2 does not achieve demonstration of mastery in any course. Assessment matrix shows certain courses need to be re-	Continue research on what to do with PLO1 and related courses.  Add a new course BK 097 to help students achieve mastery level with PLO2.  Some courses are too narrow in course content. Change BU 097 with BU 099.

Program	Division	Campus	Semester	Outcome Assessed	Assessment Activity	Findings	Closing the Loop
						evaluated.	
AS in Marine Science  MR 120 Marine Biology	Natural Science and Math	National	Fall 06 and Spring 07	PLO # 5 Demonstrate a fundamental understanding of the biology and ecology of the major marine taxa  MR 120 all course outcomes	Each test question coded to general/specific outcomes. Add total points students earned for each test question according to the weight assigned to the test question.	On going	Program modifications being considered to add more internship activities to link course content with practical application.
SC 111 Environmental Science	DNSM	National	Fall 06 & Spring 07	All course level outcomes	Test questions coded to general or specific outcomes. Add total points students earned for each question according to the weight assigned to the test question.	Reported in Sp 07 *% placed for a given outcome *how well students understood each outcome.	Ongoing

## Appendix C: Student Services SLO Grid

### DEPARTMENT OF STUDENT SERVICES EVALUATION PLAN GRID

**Office of Admissions & Records Objectives:**

1. Process student admission, registration and graduation;
2. Maintain and store accurate student records and files; and
3. Maintain quality service to students, faculty, staff and the community.

COM-FSM Strategic Goal #2: Provide Institutional Support to foster student success and satisfaction.

Evaluation questions	Data sources	Sampling	Analysis
Did the OAR process student information requests in a timely manner?	<ul style="list-style-type: none"> <li>• Transcript requests</li> <li>• Readmission requests</li> <li>• Certification for graduation</li> </ul>	<ul style="list-style-type: none"> <li>• All requests for SY05-06</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> </ul>
Did the OAR maintain accurate student records?	<ul style="list-style-type: none"> <li>• Student records processed for SY05-06</li> <li>• Records accessed for transcripts preparation</li> <li>• Report cards for SY05-06</li> </ul>	<ul style="list-style-type: none"> <li>• Student records enrollment lists</li> <li>• Transcripts</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> </ul>
What is the level of satisfaction of students, faculty, staff and community of OAR services?	<ol style="list-style-type: none"> <li>1. Registration and orientation survey</li> <li>2. Counter services customer survey</li> </ol>	<ol style="list-style-type: none"> <li>3. All</li> </ol>	<ol style="list-style-type: none"> <li>4. Descriptive statistics</li> <li>5. Content statistics</li> </ol>

**Counseling Office Objectives/Outcomes:**

COM-FSM Strategic Goal #2: Provide Institutional Support to foster student success and satisfaction.

1. Provide counseling about alcohol abuse, career goals, and other issues impacting student studies
2. Increase student awareness and knowledge through educational events and workshops
3. Increase student use and contact rates of counseling services

Evaluation questions	Data sources	Sampling	Analysis
Did the counselors provide career guidance to students?	<ul style="list-style-type: none"> <li>• Monthly reports (2005-06)</li> <li>• Daily log of visits</li> </ul>	<ul style="list-style-type: none"> <li>• Student visits</li> </ul>	Descriptive statistics
Did the counselors provide career exploration opportunities to students?	<ul style="list-style-type: none"> <li>• Monthly reports (2005-06)</li> <li>• Daily log of visits</li> <li>• Career Day (2005-06)</li> <li>• Work preparedness workshops (2005-06)</li> </ul>	<ul style="list-style-type: none"> <li>• Student visits</li> <li>• Number of activity participants</li> </ul>	Descriptive statistics

<b>Evaluation questions</b>	<b>Data sources</b>	<b>Sampling</b>	<b>Analysis</b>
What is the level of satisfaction of clients of counseling services?	<ul style="list-style-type: none"> <li>• Customer services survey</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>	Descriptive statistics Content statistics

**Health Services Objectives and Student Learning Outcomes:**

COM-FSM Strategic Goal #2: Provide Institutional Support to foster student success and satisfaction. Objective 2D: Develop a student friendly campus environment that encourages and enables students to be health conscious.

Objectives/Outcomes:

1. Provide and maintain quality basic health care services to students and staff
2. Increase students' and staff awareness of availability of health care services provided on campus
3. Increase students' and staff awareness of health-related issues/problems through educational activities/events

<b>Evaluation questions</b>	<b>Data sources</b>	<b>Sampling</b>	<b>Analysis</b>
Did the dispensary provide a wide variety of health services to meet student and employee basic health needs?	<ul style="list-style-type: none"> <li>• Daily log of visits</li> </ul>	<ul style="list-style-type: none"> <li>• All records</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive analysis</li> </ul>
Does the dispensary provide a wide variety of educational activities that promote awareness on health issues or problems?	<ul style="list-style-type: none"> <li>• Student services calendar of activities</li> <li>• Daily Log of Visits</li> <li>• Orientation survey (Q#12)</li> </ul>	<ul style="list-style-type: none"> <li>• All students and employees</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive analysis</li> </ul>
What is the level of student and employee satisfaction with the services and activities by the dispensary?	<ul style="list-style-type: none"> <li>• Client satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>• All students and employees</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive and</li> <li>• Content analysis</li> </ul>

**Financial Aid Office Objectives/Outcomes:**

Objective 1: To process 70% of all eligible students' financial aid assistance.

Objective 2: To improve services provided to students, faculty, staff, parents, and other stakeholders.

COM-FSM Strategic Goal #2: Provide Institutional Support to foster student success and satisfaction.

<b>Evaluation questions</b>	<b>Data sources</b>	<b>Sampling</b>	<b>Analysis</b>
Did FAO process students' financial aid assistance in a timely manner?	<p>From student – Birth certificate Parent's income statement</p> <p>From Institution – Enrollment list Student grades Institutional financial aid form Letter of acceptance</p> <p>From ED – FAFSA</p>	<b>All awards from SY2005-06</b>	<b>Descriptive</b>

Evaluation questions	Data sources	Sampling	Analysis
	ISIR Corrections		
What is customer's perceived level of satisfaction on financial aid services?	Over the counter survey Registration and orientation survey	SY2005-06	Descriptive

### Peer Counseling Center Objectives/Outcomes:

Background

COM-FSM Strategic Goal #2: Provide Institutional Support to foster student success and satisfaction.

Evaluation Design

### Summative Evaluation

Evaluation questions	Data Sources	Sampling	Analysis
Is information on program's services well disseminated to the college community?	Newsletter Brochures School radio station	All students	Descriptive statistics
Do the trainings, workshops, seminars and counseling the program provided meet expectations?	Interviews Survey Monthly report	Students Stakeholders	Descriptive statistics
What is the level of satisfaction of the college community of the program?	Interview Survey	Students Staff Faculty Stakeholders	Descriptive statistics

### Timeline

Activity	Date/Responsible
Edit survey	June – July 2007/IRPO with PCC Coordinator
Survey administration	Fall 2008 all Peer Centers
Survey analysis	December 2008/IRPO
Interviews	January – February 2008/ All PCC staff
Document review	March 2008/ PCC Coordinator
Draft report	April 15 2008/PCC with IRPO
Finalization of report	May 30, 2008/PCC with IRPO
Dissemination of report	June 16, 2008/ PCC with IRPO

### Formative Evaluation

Evaluation questions	Data sources	Sampling	Analysis
Do Peer Counseling Staff have the technical skills to provide quality services?	Student records Program evaluations Survey students and staff	Students, and staff	Content analysis Descriptive statistics
Does the program established partnerships with other training institutions to keep abreast of new technologies and development?	Survey Interviews Document review	Stratified	Content analysis Descriptive statistics

### Timeline

Activity	Date/Responsible
Edit survey	June – July 2007/IRPO with PCC Coordinator

Activity	Date/Responsible
Survey administration	Fall 2008 all Peer Centers
Survey analysis	December 2008/IRPO
Interviews	January – February 2008/ All PCC staff
Document review	March 2008/ PCC Coordinator
Draft report	April 15 2008/PCC with IRPO
Finalization of report	May 30, 2008/PCC with IRPO
Dissemination of report	June 16, 2008/ PCC with IRPO

**Recreation & Sports Objectives/Outcomes:**

Objective 1: Implement sports training (clinic) programs to improve students, staff’s knowledge and skills to enhance them to compete in higher levels of competitions.

Objective 2: Maintain sports/activities and provide quality services to foster students, staff and faculty satisfaction.

COM-FSM Strategic Goal #2: Provide Institutional Support to foster student success and satisfaction.

Evaluation questions	Data sources	Sampling	Analysis
Does the recreation and sports provide a wide and appropriate series of activities and services to students and staff?	<ul style="list-style-type: none"> <li>Log book for sports equipment</li> <li>Reports of activities</li> <li>List of sport clinics conducted</li> </ul>	<ul style="list-style-type: none"> <li>All logs</li> <li>Monthly reports</li> <li>All clinics/training activity lists</li> </ul>	Descriptive statistics Content analysis
What is the level of student and staff satisfaction with the recreation and sports?	Recreational survey (#15)	<ul style="list-style-type: none"> <li>All students and staff utilizing the recreation and sports services and activities</li> </ul>	Descriptive statistics Content analysis
Does the recreation and sports program encourage students to participate in state, regional and international competitions?	Competition team rosters	<ul style="list-style-type: none"> <li>All level of competitions (state to regional)</li> </ul>	Descriptive statistics Content analysis

**Resident Halls Objectives/Outcomes:**

1. Dorm management must provide for and ensure dorm residence academic and social success.

COM-FSM Strategic Goal #3: Create an adequate, healthy and functional learning and working environment.

Evaluation questions	Data sources	Sampling	Analysis
1. Are the resident halls conducive to academic life of students?	Surveys Student records Security staff reports Resident Halls Policies	<ul style="list-style-type: none"> <li>Student log</li> <li>Activity participants</li> <li># of students being tutored in-house</li> <li>Incident reports</li> <li>Student complaints</li> </ul>	Descriptive statistics
2. Are the resident halls conducive to social life of students?	Surveys Student records Security staff reports	<ul style="list-style-type: none"> <li>Incident reports</li> <li>Student complaints</li> </ul>	Descriptive statistics

Evaluation questions	Data sources	Sampling	Analysis
	Resident Halls Policies	<ul style="list-style-type: none"> <li>• Coordinated activities between the resident halls staff and the recreation/sports staff</li> <li>• Dorm student association activities</li> <li>• Security/safety measures</li> <li>• Emergency protocol in place</li> <li>• Spiritual service</li> </ul>	

**SSSP (TRIO) Objectives/Outcomes:**

COM-FSM Strategic Goal #2: Provide Institutional Support to foster student success and satisfaction.

1. Provide academic support services such that 55% will persist toward completion of degree programs
2. Enhance the academic performance of participants so that 85% will in good academic standing at the end of the academic year.
3. Promote and strengthen the completion of degree program such that 40% of participants will graduate within three years of entering at the institutions
4. Prepare participants for transfer to four-year institutions such that 40% of participants who graduate will transfer into a bachelor's degree program within one year of graduating from COM-FSM

Evaluation questions	Data sources	Sampling	Analysis
Did the SSSP provide academic support services to participants?	<ul style="list-style-type: none"> <li>• Program roster list</li> <li>• Enrollment list</li> <li>• Individual contract reports</li> <li>• Grade reports</li> <li>• Evaluation of program services by students</li> </ul>	All	Descriptive and content statistics
Did the SSSP provide adequate service that enhances the academic performance of participants?	<ul style="list-style-type: none"> <li>• Grad reports</li> <li>• Mid-term evaluations</li> <li>• Individual contract reports</li> <li>• Grade reports</li> <li>• Evaluation of program services by students</li> </ul>	All	Description and content statistics
Did the SSSP provide support services that promote and strengthen the completion of degree program of the participants?	<ul style="list-style-type: none"> <li>• Individual contract sheet</li> <li>• Monthly reports</li> <li>• Student activity calendar</li> <li>• # of workshops attended by</li> </ul>	All	Descriptive and content statistics

Evaluation questions	Data sources	Sampling	Analysis
	students <ul style="list-style-type: none"> <li>• Grade reports</li> <li>• Courses completed</li> <li>• Individual development plan (IDP)</li> </ul>		
Did SSSP prepare participants for transferring to four-year institutions?	<ul style="list-style-type: none"> <li>• Transfer Preparedness Workshops</li> <li>• Monthly reports</li> <li>• Individual contract sheet</li> <li>• Workshop evaluation</li> <li>• Number seeking transfers to four-year institutions</li> <li>• Exit interview</li> </ul>	All	Description and content statistics
What is the level of student participants' satisfaction of program services?	<ul style="list-style-type: none"> <li>• Program evaluation of services</li> <li>• Client satisfaction survey</li> <li>• Workshop survey</li> <li>• Student evaluation of tutors</li> <li>• Student evaluation of staff (will administer spring 2007)</li> </ul>	All	Descriptive and content statistics

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